

Name: _____

Grade: _____

Team: _____

NTI Days 26 - 30

6th Grade Gold/Maroon

April 20-24, 2020

Directions: Refer to the checklist for each NTI day for a list of required and optional assignments. Students should return the completed packet with their name on EVERY page along with their grade and team.

6th Grade Maroon and Gold - NTI Day 26 Checklist

Required Assignments: The following assignments should be completed for NTI Day 26. These assignments are required for all students!

_____ MATH - Types of Quadrilaterals (Use the study guide as a resource all week)

_____ ENGLISH LANGUAGE ARTS - Watch one televised daily news program either from local (Lexington-based) or national news such as FOX or CNN. While watching, complete the attached sheet labeled "Daily News Connection, Day 26" (**Alternate assignment- do **ONLY** if you **do not** have access to watching the news- Read the article "Play it safe: What kids should know about the coronavirus outbreak" and answer questions 1-4).

_____ SOCIAL STUDIES - Complete The Roman Republic worksheet. This is a 2-sided worksheet with questions on the back about the Roman government.

_____ SCIENCE - Read "Water, Water, Everywhere" and complete the comprehension questions.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Bill Nye: Water Cycle <https://www.youtube.com/watch?v=7fkR9foB0cU>

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

Study Guide

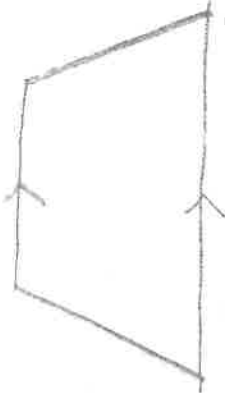
Quadrilaterals

Parallelograms



2 pairs of parallel lines

Trapezoid



One pair of parallel lines

Rectangle



A parallelogram

with 4 right angles

Rhombus



A parallelogram

with congruent sides



Square

A parallelogram

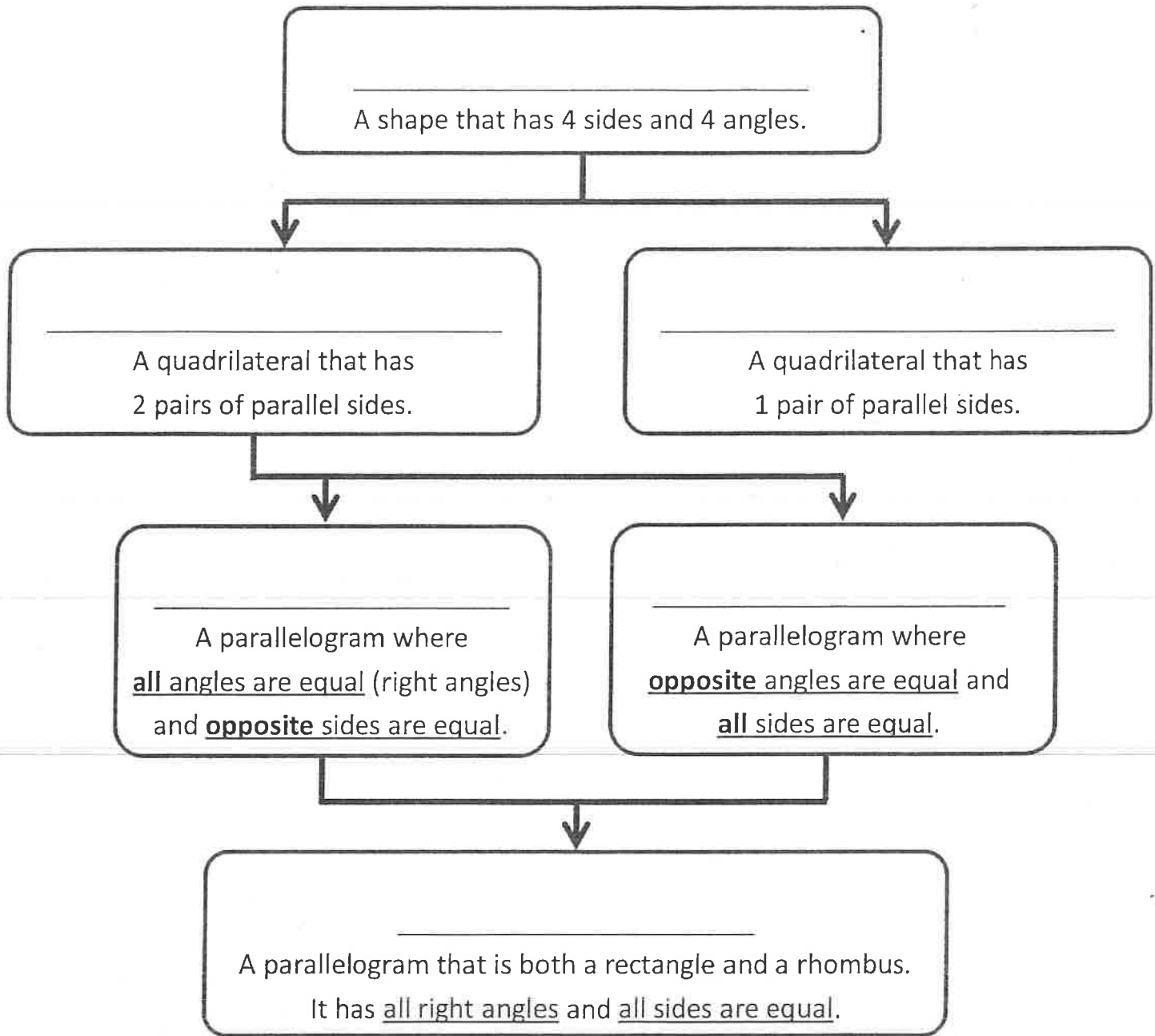
with 4 right angles and congruent sides.

Types of Quadrilaterals

Grade 6 Geometry Worksheet

Fill in the blanks with words from the word bank.

Rectangle Trapezoid Square Parallelogram Rhombus Quadrilateral



Daily News Connection

Day 26

Name:

Directions: While watching the news program, answer the following questions. You must watch the programming for at least 35 minutes. *Read these questions prior to viewing the program!!*

1. Day and time of the news program you viewed:

2. What channel or internet site was this program on?

Focus on one story or segment of the news program. Then answer the following questions based on that part of the news.

3. **What** is happening and **What** do you think about it?

4. **Where** and **when** does this event happen?

5. **Why** is this information important?

6. **How** does this make you feel? And **Why**?

7. What question(s) do you have based on what you watched?



Play it safe: What kids should know about the coronavirus outbreak

By Jason Bittel, Washington Post on 03.25.20

Word Count 977

Level MAX

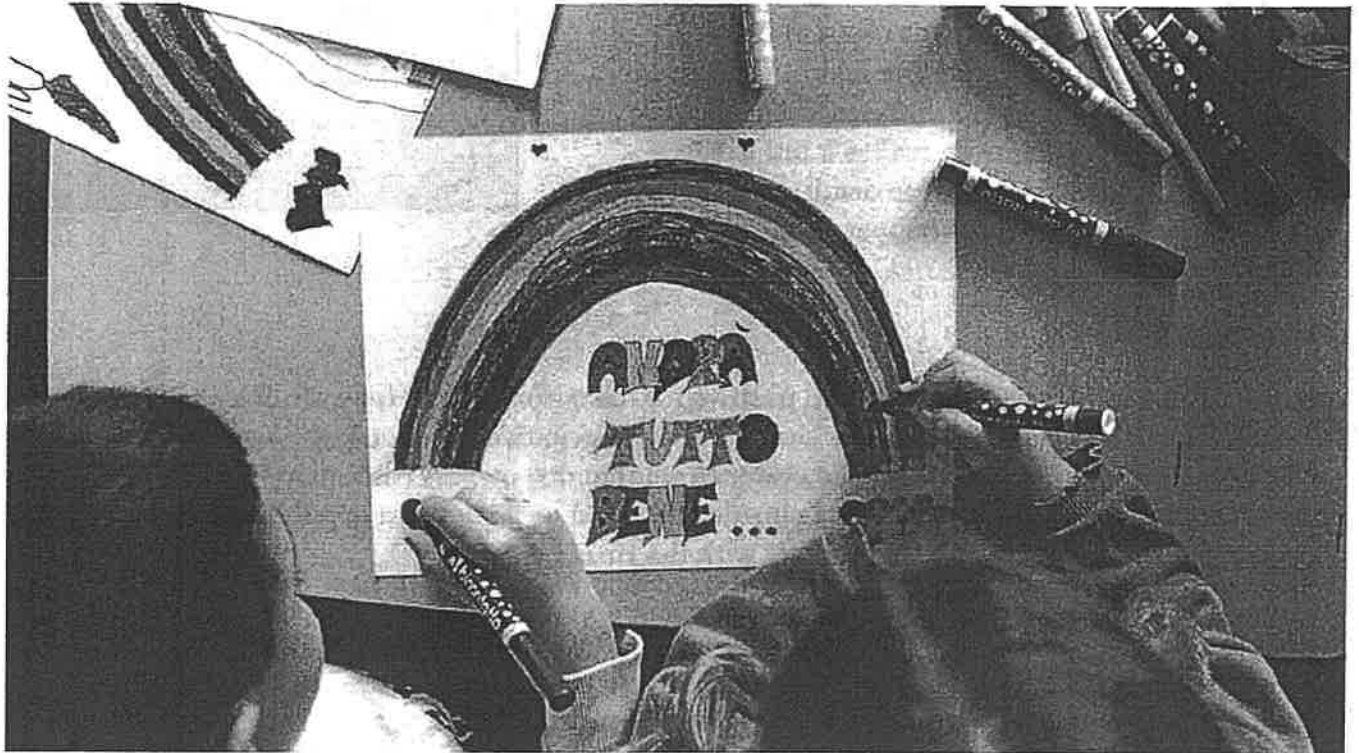


Image 1. Children draw a rainbow and the slogan of hope being shared in Italy, "Andrà tutto bene" (Everything will be alright), during quarantine measures amid the novel coronavirus COVID-19 pandemic on March 13, 2020, in Milan, Italy. Photo: Pietro D'Aprano/Getty Images

With schools closing across the nation in response to coronavirus concerns, many students may be jumping for joy. Others are worried, scared or confused. But as the American essayist Ralph Waldo Emerson wrote, "Knowledge is the antidote to fear."

With that in mind, let's answer a few common questions about coronavirus. Let's start with its name.

Everybody keeps talking about "coronavirus" and "covid-19." Which is it?

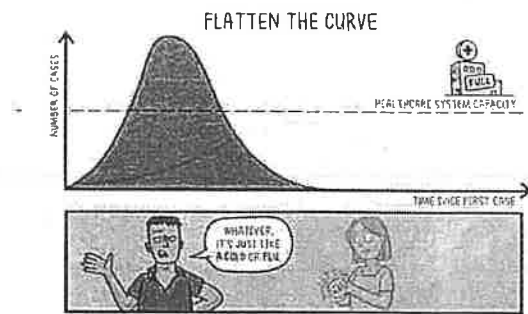
Technically, either of these terms could be correct, depending on how they are used. The actual virus that appeared in China at the end of 2019 and has since hopped across the world is called "SARS-CoV-2." This is short for "Severe Acute Respiratory Syndrome" and "coronavirus." Once the virus gets into a person, it can cause an illness known as "Coronavirus Disease 2019," or covid-19. Also, you might hear it referred to as a "novel coronavirus." This means that scientists already

knew about other coronaviruses, such as the one that caused an outbreak of SARS in Asia in 2003, but that this one is new.

How does covid-19 affect people?

The most common symptoms of covid-19 include fever, cough and/or shortness of breath. A person might develop one or more of these symptoms in as few as two days after being exposed to the virus. But they may also not feel sick for up to two weeks after contact.

Scientists say most people who get the virus will be able to fight it as they might a bad case of the flu. However, some people will have a harder time than others. Elderly people seem to be especially vulnerable. So are those with other conditions such as heart disease, lung disease or diabetes. Some people who have the virus won't even realize it but in the worst cases, covid-19 can result in death. Fortunately, death is extremely unlikely to happen in infected children and teenagers.



Can pets get covid-19?

So far, one dog in Hong Kong has tested positive for the coronavirus. However, it isn't showing any symptoms. So it's unclear whether the virus can have a negative effect on pets. According to the World Health Organization, there is no evidence yet that dog owners can catch the virus from their pets. Of course, if you keep your animals inside and avoid walking them in public places, they will be even more unlikely to come into contact with the virus.

Why are schools, stores and restaurants closing?

Because SARS-CoV-2 is new, our immune systems haven't had a chance to learn how to fight it off. This allows the virus to move around quickly, infecting many new people for each group it comes into contact with. This makes schools, stores, restaurants and other public gatherings the perfect places for the virus to spread.

The biggest concern now is that if enough people get sick at the same time, hospitals might not be able to keep up with the demand for treatment. This concern comes from what happened in Italy. This is a problem for those who need treatment because of covid-19. This is also a problem for anyone else who might need medical services for everything from a twisted ankle or a cut requiring stitches to more serious conditions.

Can this coronavirus be stopped?

There are many scientists around the world working to develop a vaccine. This could be used to halt the spread of this coronavirus for good. However, it will take time to develop that vaccine. There are measures communities and families can adopt in the meantime to help slow the virus' spread.

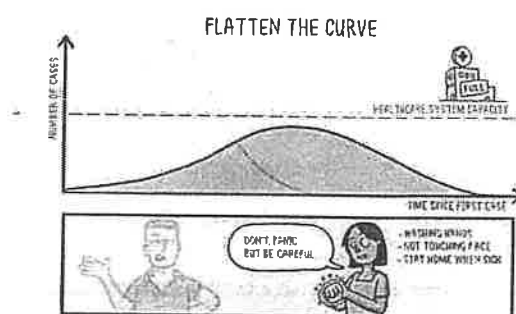
Why do we have to wash our hands so often?

First, washing your hands after going to the restroom or before handling food is a great practice in general. It can help you avoid catching all sorts of nasty illnesses. But hand-washing has become even more important as this coronavirus spreads. This is the easiest way to ensure you're washing your hands well enough: Use warm or cold water and soap and keep scrubbing every inch of your fingers, thumbs, palms and wrists. Scrub for the time it takes to sing "Happy Birthday to You" twice. The Centers for Disease Control and Prevention (CDC) has more tips at [cdc.gov/handwashing](https://www.cdc.gov/handwashing). (Also, remember to cover your cough with a tissue or at least your inner elbow.)

What is "social distancing"?

Your parents might not want you to play basketball with your neighbors. Or they might not want you to go to a party that was scheduled for next weekend. This is because of something called "social distancing." And while it seems like a bummer, experts say it's another way everyone can work together to limit the impact of this coronavirus.

The idea behind social distancing is simple. The fewer people we have close contact with each day, the fewer opportunities the virus has to spread. (The CDC says "close" is six feet or less.) And that means not only will you and your family have better chances of avoiding covid-19, but so will your grandparents, your Scout group and the person you sit next to in a bus. Any of these people might be at a higher risk to have a more serious reaction from the virus.



How long will this last?

Unfortunately, no one can answer that question yet. The CDC recommends that large events be canceled or postponed for at least the next eight weeks. Your parents, teachers and KidsPost will be coming up with creative ways to pass the time.

Quiz

1 Which sentence from the article shows hospitals' MAIN problem?

- (A) Some people who have the virus won't even realize it but in the worst cases, covid-19 can result in death.
- (B) This makes schools, stores, restaurants and other public gatherings the perfect places for the virus to spread.
- (C) The biggest concern now is that if enough people get sick at the same time, hospitals might not be able to keep up with the demand for treatment.
- (D) And that means not only will you and your family have better chances of avoiding covid-19, but so will your grandparents, your Scout group and the person you sit next to in a bus.

2 Read the conclusion below.

Social distancing might be the key to stopping the coronavirus.

Which sentence from the article provides the BEST support to the statement above?

- (A) Your parents might not want you to play basketball with your neighbors.
- (B) And while it seems like a bummer, experts say it is another way everyone can work together to limit the impact of this coronavirus.
- (C) The fewer people we have close contact with each day, the fewer opportunities the virus has to spread.
- (D) Any of these people might be at a higher risk to have a more serious reaction from the virus.

3 How does the author build understanding of the coronavirus pandemic?

- (A) by discussing the difference between "coronavirus" and "covid-19"
- (B) by listing the symptoms of covid-19 and noting how long it might take to develop them
- (C) by providing a timeline of the coronavirus pandemic
- (D) by listing and answering common questions about the coronavirus

4 Read the following selection introducing the effect of the coronavirus on pets.

According to the World Health Organization, there is no evidence yet that dog owners can catch the virus from their pets. Of course, if you keep your animals inside and avoid walking them in public places, they will be even more unlikely to come into contact with the virus.

What does the author MOST LIKELY want the reader to think about the effect of the coronavirus on pets based on this selection?

- (A) Though it is not likely that pets can spread the virus, pet owners should still take precautions.
- (B) Pet owners should practice social distancing with their pets, as animals are the main carriers of the virus.
- (C) Even though there is no evidence showing dog owners can catch the virus from their pets, it is very likely.
- (D) When social distancing, people should avoid both people and animals.

THE ROMAN REPUBLIC

In 500 B.C., Rome was just one of many small towns in Italy. But by 133 B.C., it had gained control of all of Italy and had conquered foreign lands as well. Roman armies won victories in Spain, Greece, Macedonia, Asia Minor, and North Africa.

There were several reasons for the success of the Romans. First, Rome was located in the center of the Mediterranean world. This made it easy for its army and navy to move quickly in any direction. Second, soldiers were courageous and well-trained, and battles were carefully planned ahead of time by able generals. Also, the Romans had the ability to turn their defeated enemies into friends. Eventually, conquered peoples accepted wise and capable Roman rule and the peace that it brought.

The government in the early years of the Roman Republic had three branches — the consuls, the Senate, and the Assembly. Each branch had various powers. Read the information on the chart below, then answer the questions on the following pages.

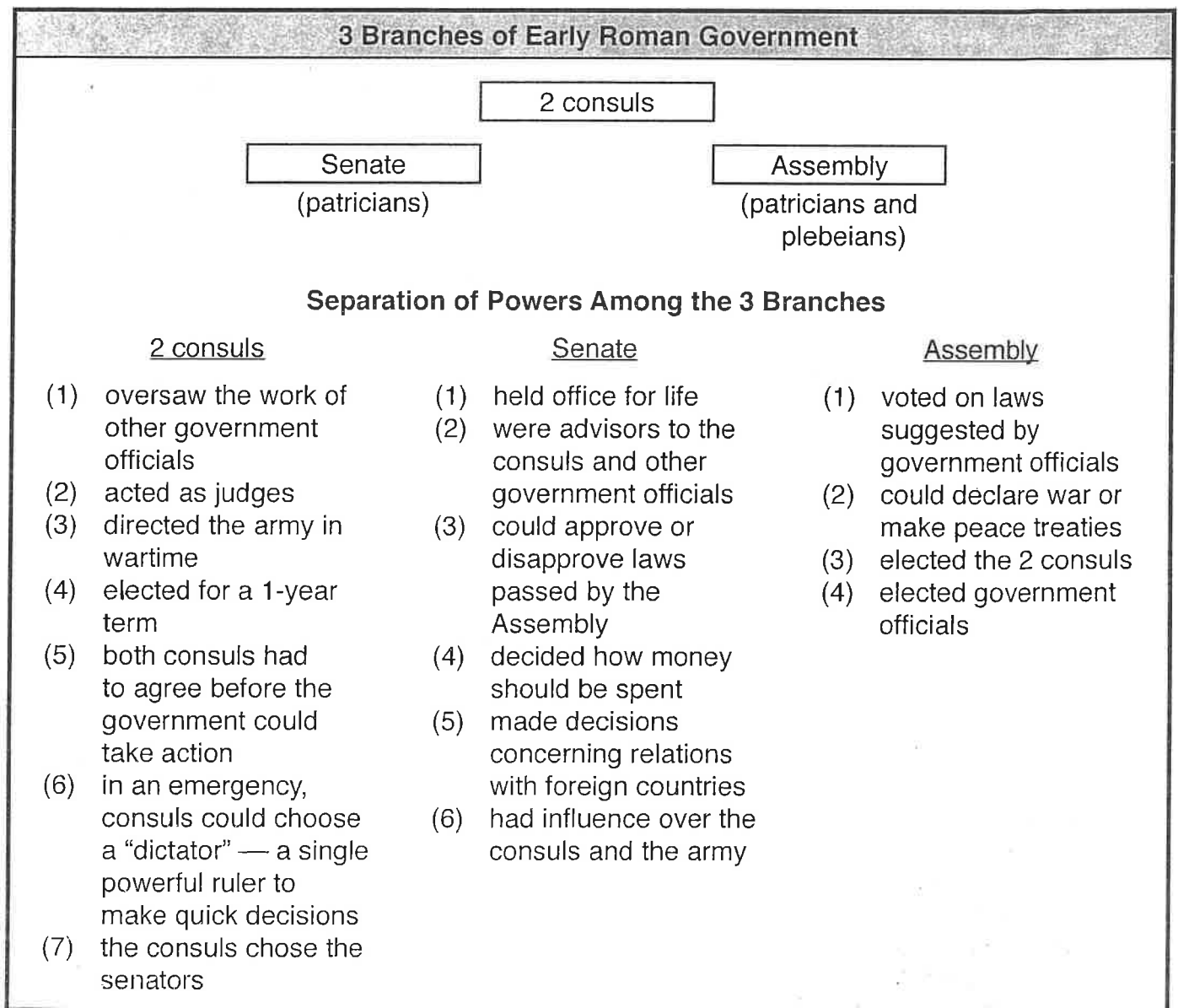


Chart Questions

- (1) _____ Instead of a king, the Romans preferred having these at the head of their government.
- (2) _____ A “republic” is a type of government in which representatives of the people make the laws. Was Rome a republic? (yes or no)
- (3) _____ They were rich landowners who controlled the Senate. They also had the most power in the Assembly.
- (4) _____ They were the “common people” of Rome who belonged to the Assembly, but had little real power in the government.
- (5) _____ These people suggested laws for the Roman Republic.
- (6) _____ The two consuls were elected by this group.
- (7) _____ Rich, well-to-do citizens who often owned large tracts of land were called “nobles.” What is another name for these people?
- (8) _____ Which two branches of government had a part in making the laws?

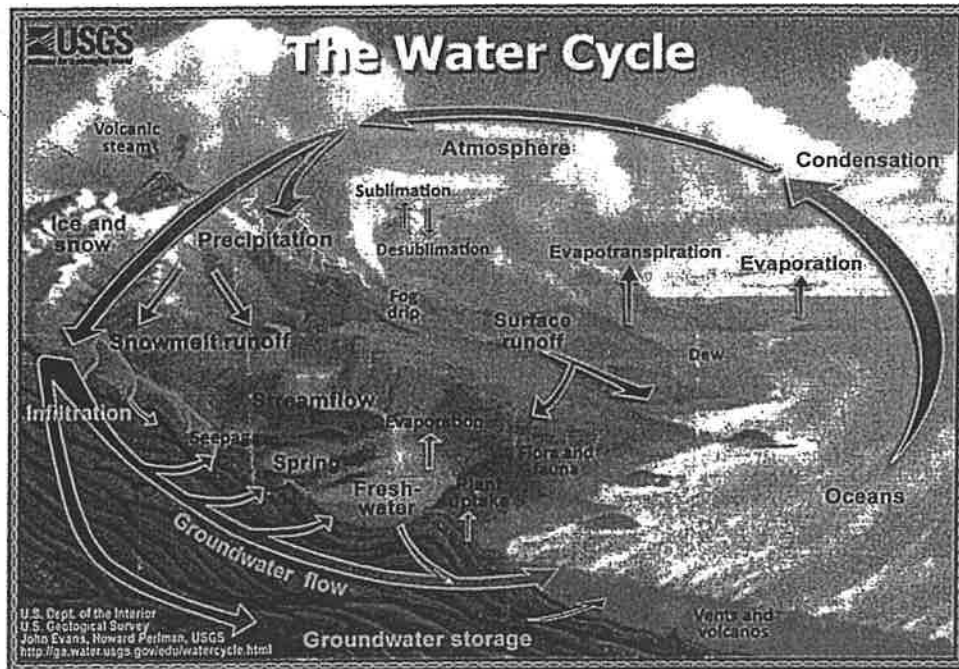
- (9) _____ Which branch controlled the spending of money?
- (10) _____ Which branch decided whether or not Rome should go to war with another country?

Thought Questions

- (1) Before 509 B.C., Rome was ruled by a king. Then, the city established the Roman Republic with power divided among three branches of government. Why do you think the Romans preferred having a republic instead of a government ruled by a king?

- (2) Which branch of government — the consuls, Senate, or Assembly — had the most power? Explain your answer.

Water, Water, Everywhere!



The Water Cycle

Water can be found throughout the earth, both in living things and in the physical environment. It is in our bodies, in the bodies of animals and insects, and within all plants. Most of the water on earth is contained in our oceans. The rest of the water on earth is under ground, in rivers, and in the atmosphere, among other places. Water is constantly moving on, above, and below the surface of the earth as it changes states between liquid, vapor, and ice. This movement of water on, above, and below the surface of the earth is known as the water cycle. The study of the movement and distribution of water on earth is called "hydrology."

Water is crucial in supporting life. When we study other planets or their moons, we look for traces of water to see if the place could have supported life. It is so important that many people fear if it continues to become scarcer, wars may be fought over water in the future!

Water in the Oceans

Over 70 percent of the total surface of our planet is covered with water. About 96.5 percent of it is found in the oceans. Although there are no physical boundaries separating one ocean from the other, five oceans have been demarcated and named. The Pacific Ocean is the largest in terms of surface area, followed by the Atlantic, Indian, Antarctic and Arctic Oceans. These oceans, although connected, separate the seven major continents. The Pacific Ocean separates Asia, Australia, and their surrounding islands from North and South America. The Atlantic Ocean separates the two American continents from Europe and Africa.

The title of this passage, "Water, Water Everywhere," comes from Samuel Taylor Coleridge's poem:

Water, water, everywhere,
And all the boards did shrink.
Water, water everywhere,
Nor any drop to drink.

It tells the story of a ship stuck near Antarctica. Despite being surrounded by water on all sides, the sailors were dying of thirst. Although the ocean's seawater supports other life forms such as whales, sea turtles and many types of fish, it is saline and unfit for drinking by humans. On average, this water contains 3.5 percent salt. Drinking this would result in more water getting excreted from the body to drain out all the salt.

Fresh Water

Where do humans get their drinking water from if over 96 percent of Earth's water is not potable? We get it from one of the many freshwater sources that have a lower concentration of salt and other dissolved solids than seawater. This water is also called "sweet water." It exists in many forms on and under the earth's surface. Sixty-nine percent is frozen in glaciers and ice caps, 20 percent forms the earth's lakes, and the rest can be found in other freshwater sources such as the atmosphere, rivers, swamps, and marshes.

Name: _____ Date: _____

1. What is hydrology?

- A the study of weather patterns throughout the earth
- B the study of oceans and freshwater sources
- C the study of the movement and distribution of water on earth
- D the study of the movement of air throughout the earth

2. What does the author describe in the passage?

- A the evolution of aquatic species
- B the movement and distribution of water on Earth
- C the history of sea-based exploration
- D life on Earth during the Ice Age

3. Read the following sentences.

When we study other planets or their moons, we look for traces of water to see if the place could have supported life. It is so important that many people fear if it continues to become scarcer, wars may be fought over water in the future!

Based on the above evidence, what conclusion can be made?

- A Water constantly cycles on, below and above the earth's surface.
- B Water is crucial in supporting life.
- C Over 70% of the total surface of our planet is covered with water.
- D About 96.5% of the world's water is found in the oceans.

4. The amount of water in rivers and lakes is always changing due to inflows and outflows. Based on the information in this passage and the diagram, what are these inflows and outflows part of?

- A the evaporation process
- B the water cycle
- C the precipitation process
- D human-controlled systems

5. What is this passage mainly about?

- A factors impacting the amount of fresh water
- B human use of fresh water
- C the processes of the water cycle
- D the different sources of water on Earth

6. Read the following lines from Samuel Coleridge’s poem.

*Water, water, everywhere,
And all the boards did shrink.
Water, water everywhere,
Nor any drop to drink.*

The author uses this poem in the passage to illustrate what concept?

- A The salt water in our oceans has the power to shrink boats.
- B The United States has more drinkable water than other countries.
- C The ocean’s water is unfit for drinking by humans.
- D The glaciers of our planet are melting and flooding our rivers.

7. Choose the answer that best completes the sentence below.

Over ninety-six percent of earth’s water is too salty for humans to consume. _____, we must get it from one of the many freshwater sources that have a lower concentration of salt and other dissolved solids than seawater.

- A Finally
- B Consequently
- C However
- D On the other hand

8. Where can we find “sweet water”?

9. The oceans contain what percentage of the water on earth?

10. The author writes that water is “so important that many people fear if it continues to become scarcer, wars may be fought over water in the future!”

Describe at least one contributing factor that might lead to a shortage of water in the future. Use evidence from the passage to support your answer.

6th Grade Maroon and Gold - NTI Day 27 Checklist

Required Assignments: The following assignments should be completed for NTI Day 27. These assignments are required for all students!

_____ MATH - Describing Quadrilaterals

_____ ENGLISH LANGUAGE ARTS - Review text structures and complete the activity attached: Text Structures, Day 27. This activity focuses on Cause and Effect and Problem and Solution.

_____ SOCIAL STUDIES - Read the passage "Hannibal of Carthage" and complete the Thought Questions. These are opinion questions so there is no right or wrong answer as long as you back up your opinion with evidence!

_____ SCIENCE - Use the "Water Cycle Notes" to complete the first five "Let's Review" slides.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

Describing Quadrilaterals

Grade 6 Geometry Worksheet

Fill in the blanks to describe each type of quadrilateral.

Quadrilaterals

A quadrilateral is a shape that has _____ sides and _____ angles.

Two types of quadrilaterals are trapezoids and parallelograms.

- A trapezoid has _____ pair(s) of parallel sides.
- A parallelogram has _____ pair(s) of parallel sides.

Types of Parallelograms

A rectangle is a parallelogram with _____ angles equal and _____ sides equal. *(opposite or all)*
(opposite or all)

A rhombus is a parallelogram with _____ angles equal and _____ sides equal. *(opposite or all)*
(opposite or all)

A square is both a _____ and a _____.

When all angles in a quadrilateral are equal, what type of angles are they?

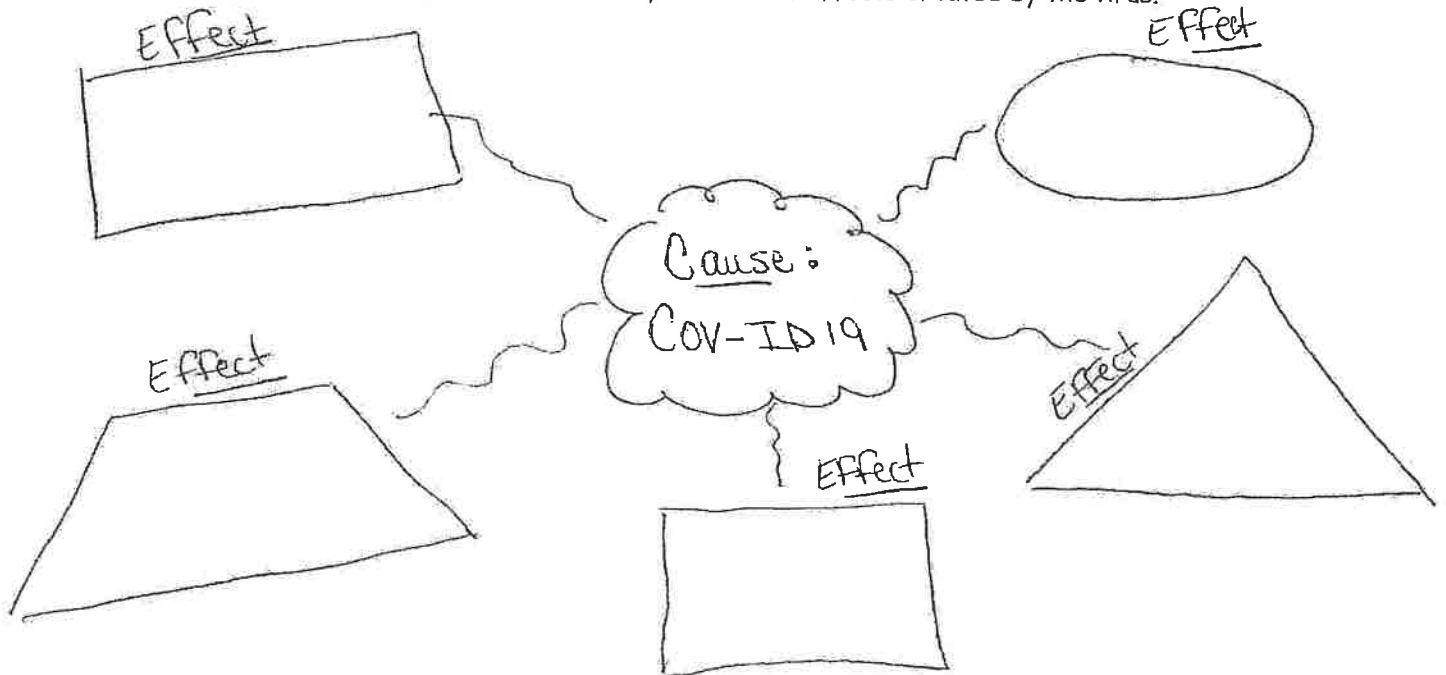
_____ angles

Text Structures

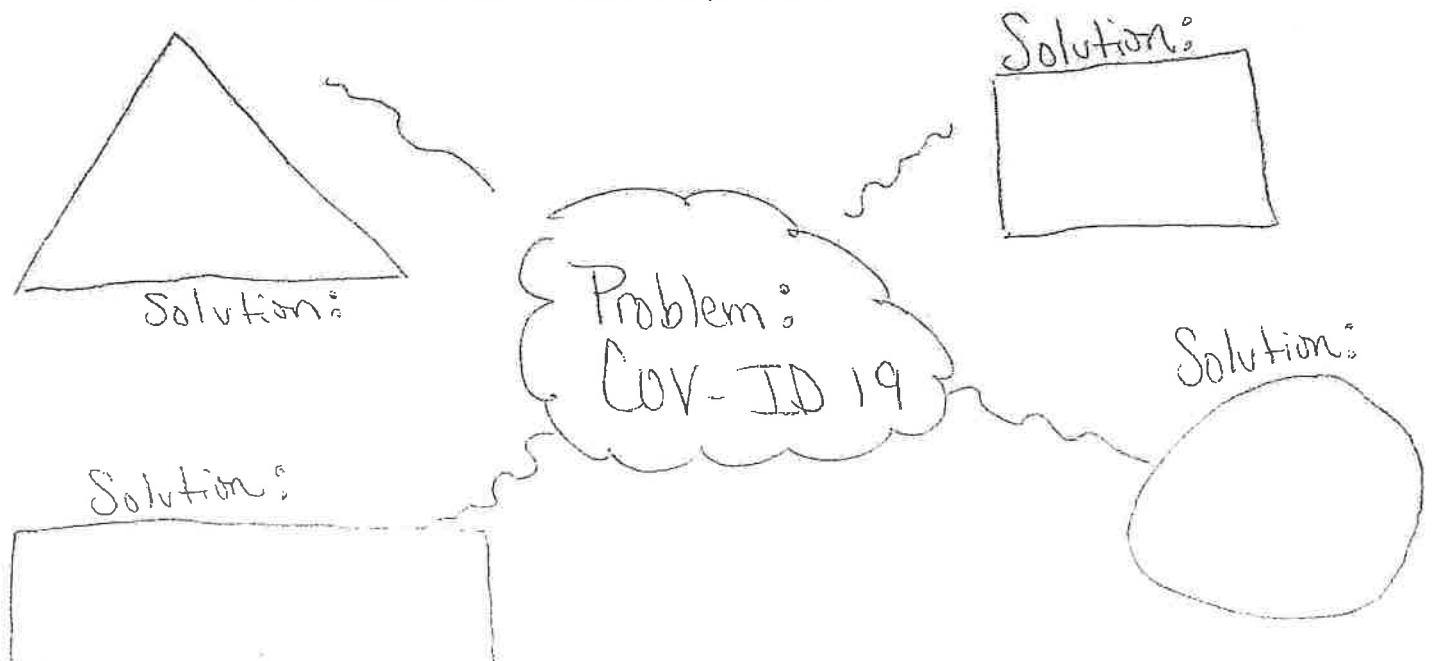
Day 27

Today we will focus on Cause and Effect and Problem and Solution text structures focusing on COV-ID 19. Using your knowledge and understanding of the virus complete the following activities. Another text structure that can be used is Question and Answer. While completing today's lesson, you can ask the family members in your home or call others to help you complete these activities by asking questions and using their answers to help.

Cause and Effect: The cause is COV-ID 19, list several effects created by the virus.



Problem and Solution: The problem is COV-ID 19, list ways that local, state, and national leaders have tried to solve the problem.



5 Types of Text Structures:

- Description: describes a topic, using descriptive details.
- Cause & Effect: details an event/cause and tells the effects/issues.
- Problem and Solution: tells a problem and how to solve it or how it was solved.
- Sequence of events: a chronological timeline of events.
- Compare and Contrast: similarities and differences

READING: HANNIBAL OF CARTHAGE

During the time when Rome was a republic, the city of Carthage in North Africa became a rising power in the Mediterranean world. Carthage was located just 300 miles across the sea from Rome. In between were the islands of Corsica, Sardinia, and Sicily, all controlled by Carthage. Parts of Spain and much of North Africa were also ruled by Carthage.

Fighting eventually broke out between Rome and Carthage. After a long struggle that lasted 23 years, the two cities agreed to end what was called the First Punic War. In the peace treaty, Rome was given Sicily. A short time later, Rome took Sardinia and Corsica away from Carthage.

To make up for losing those lands, the leaders of Carthage decided to expand their empire in Spain. The army was led by an experienced and able general named Hamilcar Barca. Barca had been a commander during the First Punic War, which left him with an undying hatred of the Romans. When Barca made his plans for invading Spain, he decided to take with him his 9-year-old son Hannibal. Just before leaving North Africa, he had his son take the following oath: "I swear that so soon as age will permit, I will follow the Romans both at sea and on land. I will use fire and steel to arrest the destiny of Rome."

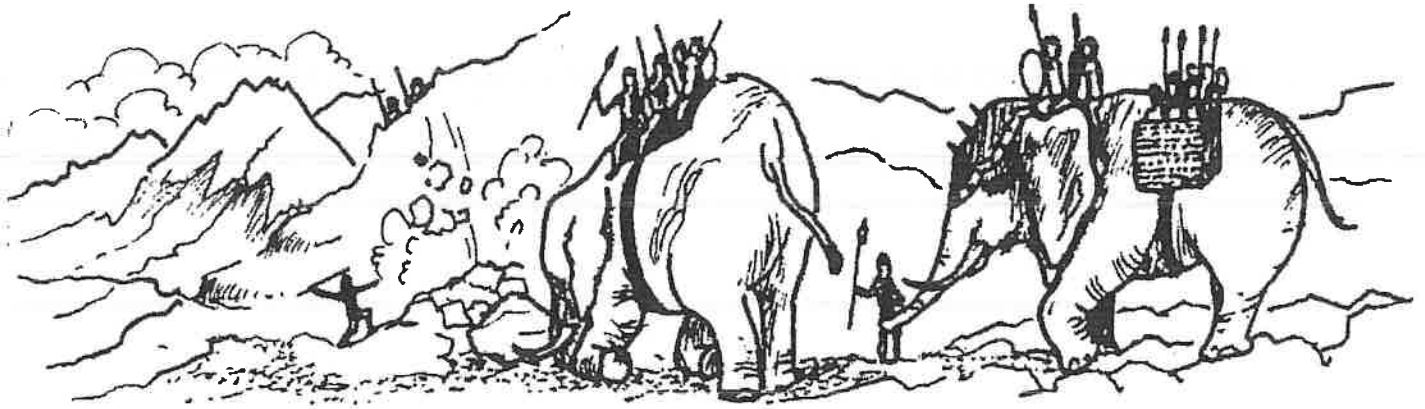
Years of fighting in Spanish territory helped Hannibal develop into a confident and respected officer. At age 26, five years after his father died, the soldiers chose him to be their commander-in-chief. Soon afterwards, Hannibal married a Spanish princess, then led his troops to victory against several Spanish tribes. During one campaign, Hannibal attacked a city friendly to Rome. The Romans responded by declaring war on Carthage. Thus began the Second Punic War.

Hannibal decided on a bold plan to defeat Rome. He would invade Italy and fight the enemy on their own soil. His plan called for taking foot soldiers and cavalry from Spain across southern Gaul and over the towering Alps to northern Italy. It would be one of history's most daring marches.

Just before leaving for Italy, Hannibal put his brother Hasdrubal in charge of an army to protect Carthage's lands in Africa and Spain. Hannibal began his journey with about 40,000 soldiers and horsemen, plus 38 war elephants. The army marched through Gaul until it came to the Rhone River. Using boats taken from local tribesmen, and earth-covered rafts for the elephants, the river was crossed and the expedition continued.

The determined army pushed on for several months, finally reaching the Alps north of Italy. It was October, and early snows had made the narrow mountain passes slippery and dangerous. Both soldiers and animals occasionally lost their footing along the steep mountainsides and tumbled to their deaths. Blinding snowstorms added to the misery. To make matters worse, unfriendly tribesmen in the area rolled heavy stones down upon the marchers causing more men and animals to lose their balance and fall. Baggage animals and troops at the rear of the army were favorite targets of the enemy. At one point a landslide blocked the path of the marchers. Cold, hunger, and exhaustion brought death to many soldiers, horses, and elephants. The elephants were used to the warm climate of Africa and Spain, and suffered terribly from the extreme mountain temperatures.

Finally, 20,000 weary foot soldiers and 6,000 cavalry came down from the Alps onto the plains of northern Italy. Almost half of the army and nearly all of the war elephants had perished in the mountains. Yet Hannibal's loyal army continued to follow its relentless commander.



The valiant men of Carthage soon won two key battles against Roman forces under General Scipio. These victories encouraged Gauls and Celts to join the fighting on their side. Strengthened by reinforcements, Hannibal outmaneuvered two Roman armies and won another smashing victory. In this battle, thousands of Romans were killed and many others drowned in a nearby lake. An additional 4,000 Roman cavalrymen who approached the battlefield were also destroyed. It was one of proud Rome's worst defeats ever.

About a year later, Hannibal's troops and cavalry captured the huge Roman supply depot at Cannae. Carthage's great victory at Cannae came after Hannibal tricked a large Roman army numbering nearly 100,000. Hannibal positioned his out-numbered soldiers in a long line, then ordered the center of the line to retreat. The Romans, who thought the enemy was falling back in defeat, advanced into the middle. Hannibal then had the ends of his battle line move quickly around to the rear of the Roman army. The Romans were surrounded. About 50,000 were killed, including former consuls, senators, nobles, and other leading citizens.

Following their stunning defeat at Cannae, the Romans avoided any major battles in the years ahead. They were afraid to risk open warfare with Hannibal. Their strategy succeeded because as time went on, Hannibal's army grew weaker. It became increasingly difficult for him to find adequate supplies. And Carthage had no navy to back up its land operations. Also, Italian provinces which had previously been taken over by Rome did not join Hannibal's side in the hoped for numbers. Worst of all, badly needed reinforcements led by Hannibal's brother Hasdrubal failed to reach him. They were defeated in northern Italy after crossing the Alps. Hannibal learned of his brother's defeat when Hasdrubal's head was thrown into his camp.

After 15 years on the Italian peninsula, Hannibal was forced to return to Carthage. He had won many victories, but had not won the war. Carthage was now under attack by the troops of Scipio. The city soon fell and 20,000 defenders were lost. But Hannibal managed to escape.

The remaining years of Hannibal's life were spent helping several Mediterranean kingdoms fight the growing power of Rome. In one memorable sea battle, his men threw kettles of snakes onto the decks of Roman ships. Eventually, however, he was tracked down. But instead of surrendering, he chose to die by swallowing poison that he kept secretly in a ring. This act ended at age 64 the brilliant career of a military genius. Hannibal ranks alongside Alexander the Great, Julius Caesar, and Napoleon as one of the greatest commanders in the history of the world.

Thought Questions

(1) Do you think that Hannibal lived up to the oath he took at age 9? Explain.

(2) Was Hannibal's bold plan to invade Italy a good idea or a bad idea? Give a reason for your answer.

(3) Why do you think soldiers in ancient times were willing to spend their lives waging war?

(4) If you had been faced with the decision of joining either the army of Carthage or the army of Rome at the beginning of the Second Punic War, which one would you have chosen? Why?

(5) Why can it be said that Hannibal "won many battles but lost the war"? Does this mean that Hannibal was a failure?

(6) In your opinion, what were the three most important qualities or abilities that made Hannibal one of history's greatest generals?

Water (Hydrologic) Cycle

Notes

What is the water cycle?

The water cycle is the path that all water follows as it moves around Earth in different states. Liquid water is found in oceans, rivers, lakes—and even underground. Solid ice is found in glaciers, snow, and at the North and South Poles. Water vapor—a gas—is found in Earth's atmosphere.

Why is the water cycle important?

The hydrologic **cycle** is **important** because it is how **water** reaches plants, animals and us! Besides providing people, animals, and plants with **water**, it also moves things like nutrients, pathogens, and sediment in and out of aquatic ecosystems.

What powers the water cycle?

THE SUN!!!

Water Cycle Processes

- Evaporation
- Condensation
- Transpiration
- Precipitation
- Collection
- Runoff

Precipitation: Water in liquid or solid form falls from the atmosphere. (Rain, Snow, Sleet, Hail)

Collection: A place where water is stored.

Runoff: Moving water that will eventually be collected.

Evaporation: Water goes from a liquid to a gas.

Condensation: Water in the air cools and condenses into droplets.

Transpiration: "Plant Sweat!" Water evaporates from plants.

Evaporation

Evaporation occurs when water droplets have enough energy to convert to a gas. **Most** evaporation occurs at large lakes and the ocean, but evaporation also occurs in smaller places such as puddles and your pet's water bowl.

Condensation

Have you ever noticed water droplets forming on your bathroom mirror after a hot shower? What about on the outside of your cold glass of lemonade on a hot summer day? Condensation happens when water within the air, quickly cools and forms a droplet. When warm air reaches the cooler layers of the atmosphere, the water vapor cools and condenses to form clouds. This same process causes fog to form.

Transpiration

Plants store water within their leaves and can sweat just like a human. How else would your plants dry out in the summer? This is why plants must be watered. Transpiration is the evaporation of water from the leaves of plants. "Plant Sweat."

Precipitation

Happens when additional evaporation occurs increasing the amount of water in the atmosphere.

When air cools lowering its ability to hold water, forcing water to fall.

Collection(Examples)

- Lakes
- Ocean
- Glaciers
- Ponds
- A Glass

Runoff

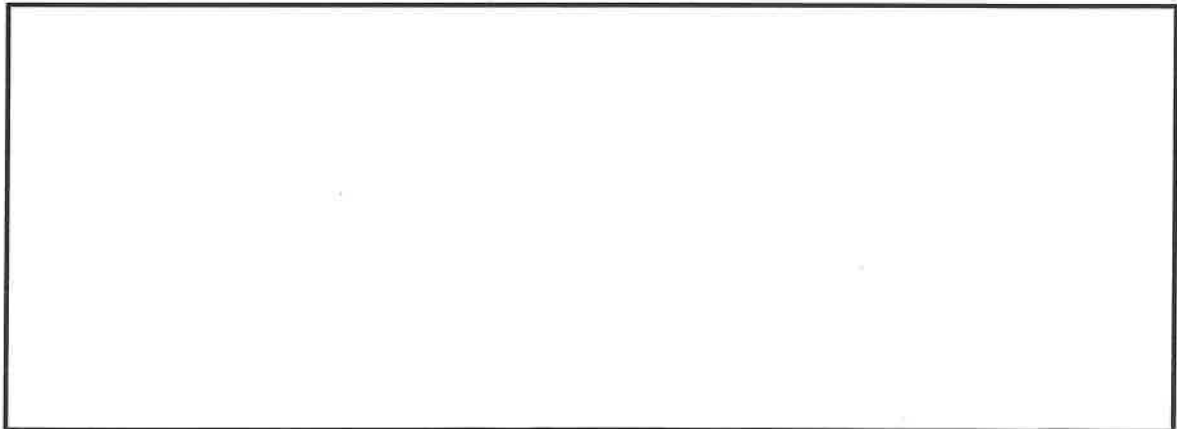
After a rain shower you will often see water running down streets, sidewalks, or hillsides. These are all examples of runoff. Runoff is the movement of water to an area of collection.

What role does gravity play?

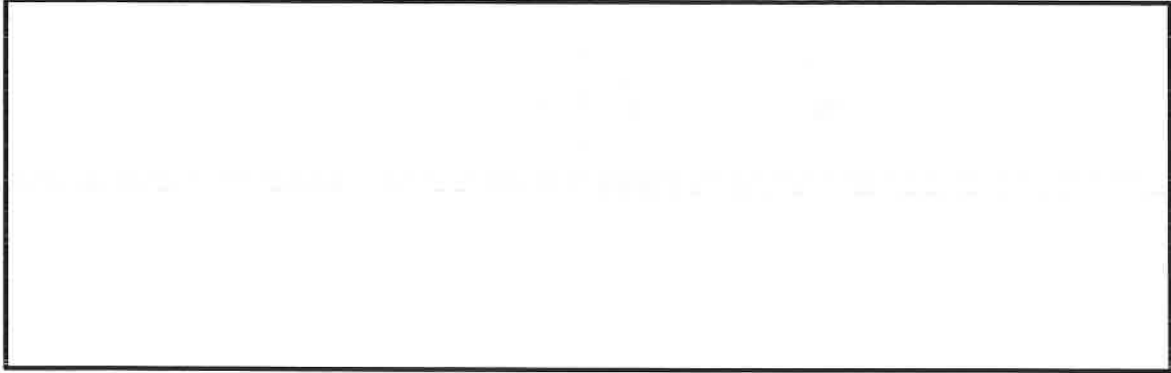
- Gravity forces the movement of water.
- Gravity from the moon and sun causes tides.
- The Earth's gravity prevents water in the atmosphere from escaping into space.

TIME TO REVIEW!!

1. Where does the water cycle get the energy to convert liquid to gas?



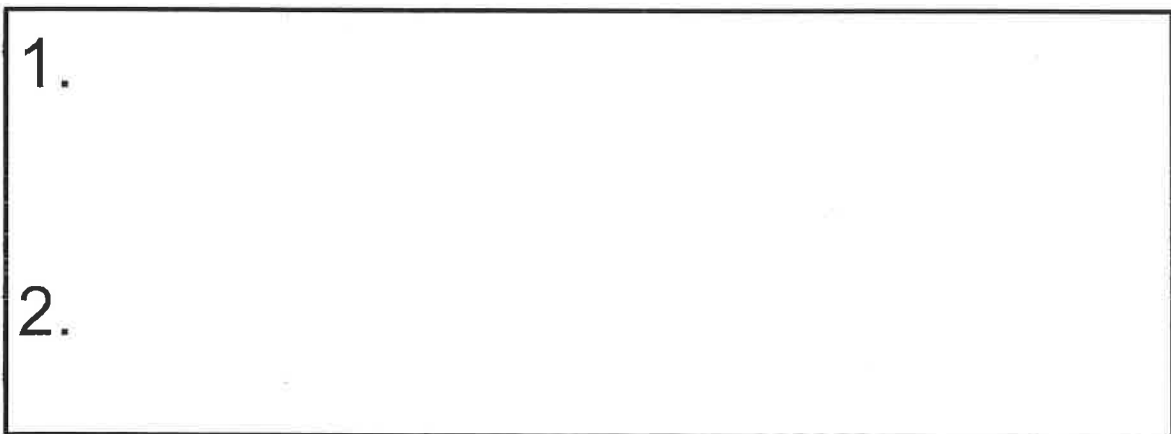
2. Which process could explain why water droplets form on the outside of a cold glass?



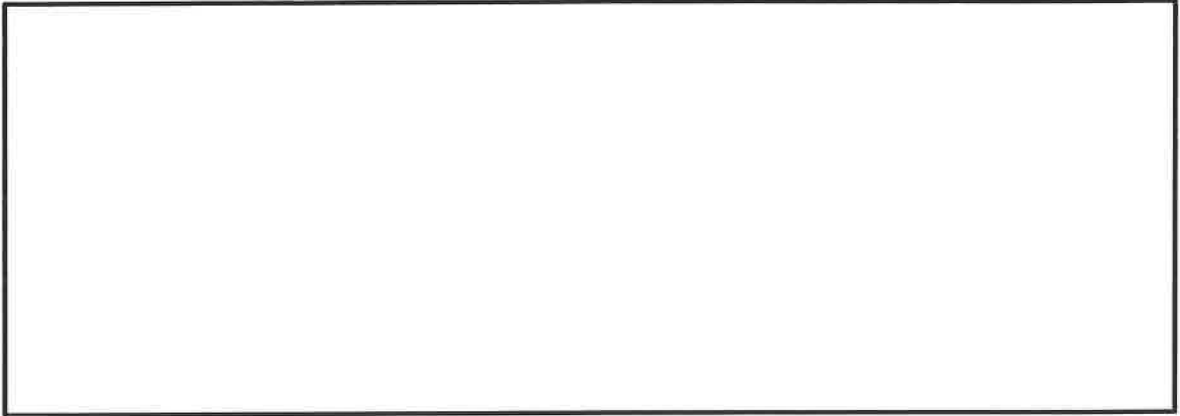
3. Give two NEW examples of water that is collected.

1.

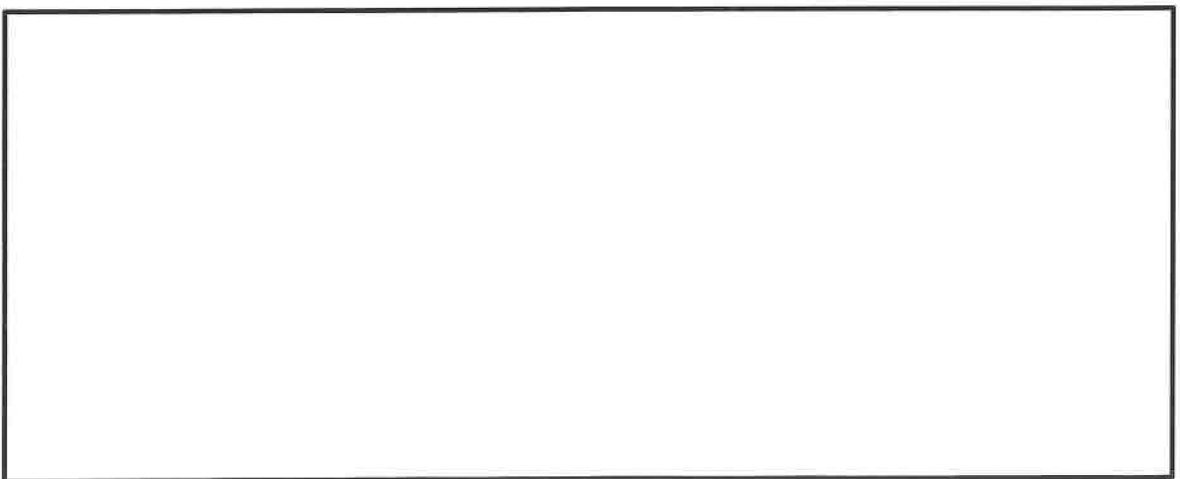
2.



4. Would the Licking River be considered collection or runoff? Why?



5. Describe the water cycle in your own words.



6th Grade Maroon and Gold - NTI Day 28 Checklist

Required Assignments: The following assignments should be completed for NTI Day 28. These assignments are required for all students!

_____ MATH - Self Checking Write the Name that best describes each Quadrilateral. D-37

_____ ENGLISH LANGUAGE ARTS - Read the article from Scope Magazine: "The History of the Trampoline" and complete the attached activity labeled "Text Structures, Day 28". This activity focuses on text features and sequence of events. (Enrichment activity ****OPTIONAL**** Complete the "You be the Editor" activity at the top of the Scope Magazine article).

_____ SOCIAL STUDIES - Use the "Biography of Julius Caesar" to complete the 10 multiple choice questions. This is a 2-sided worksheet! Please don't overlook questions 6-10!

_____ SCIENCE - Use the "Water Cycle Notes" to finish the "Let's Review" questions.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

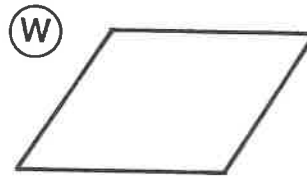
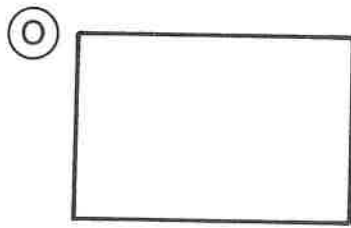
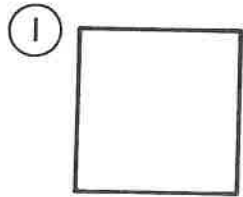
Social Studies code: qzaivku

Science code: dadch3d

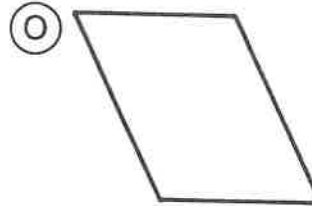
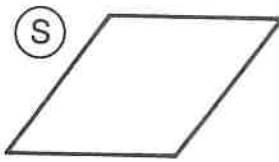
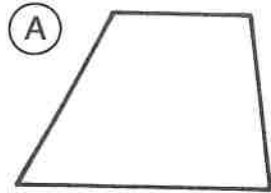
ELA code: p6yh3ma

Can a Polar Bear Go On a Safari?

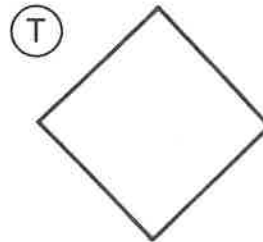
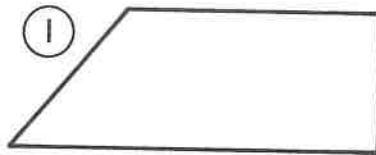
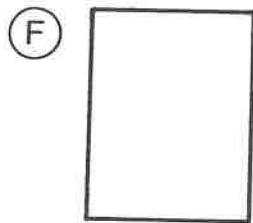
Write the name that best describes each quadrilateral. (Put each quadrilateral in the smallest or most exact class to which it belongs.) Write the letter of the exercise in the box containing the number of the answer.



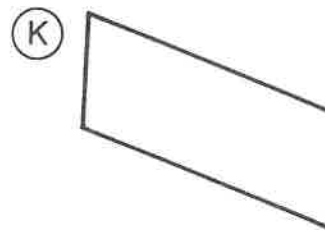
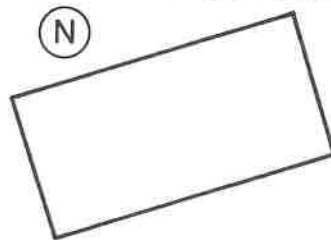
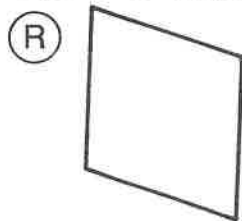
- (2) rectangle
- (15) trapezoid
- (10) square
- (18) parallelogram



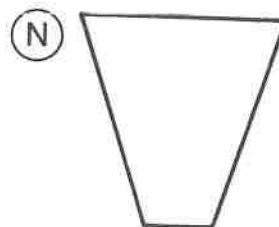
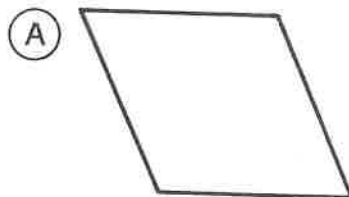
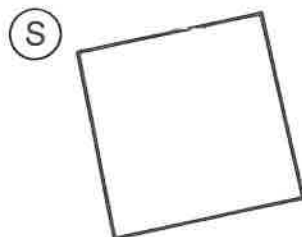
- (9) rectangle
- (6) trapezoid
- (17) parallelogram
- (11) rhombus



- (3) square
- (13) trapezoid
- (4) parallelogram
- (7) rectangle



- (15) parallelogram
- (1) rectangle
- (9) rhombus
- (12) trapezoid



- (16) trapezoid
- (5) square
- (14) rectangle
- (8) rhombus

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Text Structures

Day 28

Text Features and Sequence of Events:

Read the passage "The History of the Trampoline" and complete the following:

1. List 4 text features used in the passage.
2. Sequence of Events: List 4 major events involving the history of the trampoline. Be sure to list them in order of occurrence (1st, 2nd, etc)
3. ENRICHMENT ASSIGNMENT -**OPTIONAL** Complete the "You Be the Editor" activity at the top of page 30.

****Text Features help you find information in a text.**

Common types of text features:

- Maps
- Timelines
- Graphs
- Charts
- Bold Words
- Italics
- A Key
- Captions
- Photos
- A Dictionary
- Table of Contents
- Subtitles

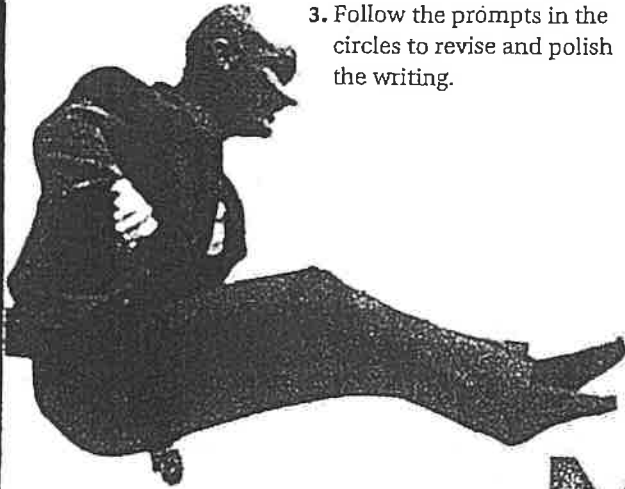
You Be the Editor

Day 28

We love this story, but we need your help to edit it.

Directions:

1. Read the article.
2. Note the words in bold.
3. Follow the prompts in the circles to revise and polish the writing.



The History of the

TRAMPOLIN

It all began with a whimsical idea: **Bouncing** could be a lot of fun.

Trampoline inventor George Nissen (above) rented a kangaroo to bounce with him in New York City's Central Park. Today this would be considered cruel, but back then, animals were often used for entertainment.

It was 1930, and 16-year-old George Nissen was at the circus, watching a trapeze show. But Nissen wasn't watching the performers flipping and twisting high up in the air. His eyes were glued to the safety net stretched below them. At the end of each routine, the trapeze artists would let themselves fall into the net, which caught them like a springy mitt and **1** sent them back up into the air.

Now that looks fun, Nissen thought.

In that instant, the idea for the trampoline was born.

1
Revise this phrase to be more descriptive and fun.

2
These lines all have the same rhythm. Give this paragraph some zing by mixing up the sentence structures.

A POPULAR PASTIME

2 Nissen went home and began to work on a new invention. His gymnastics coach helped him. Nissen took a sheet of canvas. He stretched it across a frame made of steel. He called the contraption "the bouncing rig." He came up with a far better name a few years later. The name was trampoline. The name comes from the Spanish word for diving board.

Over the next few years, Nissen worked hard to improve his creation. He gave demonstrations all over the world to promote his trampoline. In 1941, he started a company that produced and sold trampolines—and he made millions of dollars.

Soon, trampolines were popping up all over America. **3** They were appearing in backyards. They were appearing at public "jump centers." They were appearing at some gas stations, where road-weary kids could bounce while their parents filled the gas tank. The U.S. military even used trampolines to train pilots and parachutists.

A DANGEROUS THRILL

There was no denying the thrill of jumping on a trampoline. But there was—and still is—a major problem: Trampolines are dangerous. Every year, thousands of bouncers are injured, some seriously. According to a 2014 study by the *Journal of Pediatric Orthopaedics*, trampoline-related injuries sent more than 1 million people to emergency rooms between 2002 and 2011—most of them children under age 16.

In 1989, the company Nissen started went out of business because it could not afford the lawsuits from people who were getting hurt on trampolines.

But Nissen never lost his passion for his invention. He continued trampolining until his death at age 96, and he lived to see one of his dreams come true: In 2000, trampolining became an Olympic sport.

4 So the next time you leap on a trampoline, be careful. And be sure to thank George Nissen for the **5** thrill of flying through the air. ●

3
Combine these three sentences into one.

4
Research trampoline safety and add some tips after this sentence.

5
The author already used this word. Replace it with another.

Editing Contest

Send your revised article to Trampoline Contest. Three winners will each get a \$25 Visa gift card and have their entries published online. See page 2 for details.

Go to Scope Online for a great activity.



Biography of Julius Caesar

- **Occupation:** Roman general and dictator
- **Born:** July 100 BC in Rome, Italy
- **Died:** 15 March 44 BC in Rome, Italy
- **Best known for:** Being the dictator of Rome and putting an end to the Roman Republic

Biography:

Where did Caesar grow up?

Julius Caesar was born in Subura, Rome in the year 100 BC. He was born to an aristocratic family that could trace their bloodlines back to the founding of Rome. His parents were well-off, but they weren't rich by Roman standards. His full name was Gaius Julius Caesar.

Did Caesar go to school?

At around the age of six, Gaius began his education. He was taught by a private tutor named Marcus Antonius Gniphio. He learned how to read and write. He also learned about Roman law and how to speak in public. These were important skills he would need as a leader of Rome.

Becoming an Adult

Caesar's father died when he was sixteen years old. He became the head of the family and was responsible for his mother Aurelia and his sister Julia. At the age of seventeen he married Cornelia, the daughter of a powerful politician in Rome.

Early Career

Young Caesar soon found himself in the middle of a power struggle between two factions in the government. The current dictator of Rome, Sulla, was enemies with both Caesar's uncle Marius and Caesar's father-in-law Cinna. Caesar joined the army and left Rome in order to avoid Sulla and his allies.

When Sulla died, Caesar returned to Rome. He was now a military hero from his years in the army. He quickly rose up the ranks in the Roman government. He made allies with powerful men such as the general Pompey the Great and the wealthy Crassus. Caesar was an excellent speaker and the people of Rome loved him.

Consul and General

At the age of 40 Julius Caesar was elected to consul. Consul was the highest ranking position in the Roman Republic. The consul was like a president, but there were two consuls and they only served for one year. At the end of his year as consul, Caesar became governor of the province of Gaul.

As governor of Gaul, Caesar was in charge of four Roman legions. He was a very effective governor and general. He conquered all of Gaul. He gained the respect and honor from his army and soon was considered alongside Pompey as the greatest general in the Roman army.

Civil War

Politics in Rome became increasingly hostile while Caesar was in Gaul. Many of the leaders were jealous of Caesar and his following. Even Pompey became jealous and soon Caesar and Pompey became rivals. Caesar had the support of the people and Pompey had the support of the aristocrats.

Caesar announced that he was going to return to Rome and run for consul again. The Roman Senate replied that he must give up the command of his army first. Caesar refused and the Senate said he was a traitor. Caesar began to march his army to Rome.

Caesar took control of Rome in 49 BC and spent the next 18 months fighting Pompey. He finally defeated Pompey, chasing him all the way to Egypt. When he reached Egypt, the young Pharaoh, Ptolemy VIII, had Pompey killed and presented his head to Caesar as a gift.

Dictator of Rome

In 46 BC Caesar returned to Rome. He was now the most powerful man in the world. The Senate made him dictator for life and he ruled like a king. He made many changes to Rome. He put his own supporters in the Senate. He built new buildings and temples in the city of Rome. He even changed the calendar to the now famous Julian calendar with 365 days and a leap year.

Murder

Some people in Rome felt that Caesar was too powerful. They were worried that his rule would put an end to the Roman Republic. They plotted to kill him. The leaders of the plot were Cassius and Brutus. On March 15, 44 BC Caesar entered the Senate. A number of men ran up to him and began to attack him and killed him. He was stabbed 23 times.

Interesting Facts about Julius Caesar

- Caesar was once kidnapped by pirates while still a young man. He joked with them that he would have them executed once he was free. They laughed, but Caesar had the last laugh when he later captured them and had them killed.
- Caesar's uncle was Gaius Marius, a famous war hero known for reorganizing the Roman army.
- The date of Caesar's death, March 15th, is also called the Ides of March.
- While in Egypt he fell in love with the queen of Egypt, Cleopatra. He helped her to become pharaoh and had a child named Caesarion with her.
- Caesar's heir was his nephew Octavian. Octavian became the first Roman emperor changing his name to Caesar Augustus.

Name: _____

Julius Caesar Questions

Directions: Use the previous information about Julius Caesar to answer the following questions. This is a 2-sided worksheet with 10 questions total!

1. Which of the following best describes Caesar's family?
 - a. A poor peasant family from Rome
 - b. A wealthy family with no aristocratic roots
 - c. A wealthy and aristocratic family
 - d. An aristocratic family, but not wealthy
 - e. A peasant family from northern Italy

2. What did young Caesar learn from his tutor?
 - a. How to read
 - b. How to speak in public
 - c. Roman law
 - d. How to write
 - e. All of the above

3. What major event occurred in Caesar's life when he was sixteen years old?
 - a. His father died
 - b. He became dictator of Rome
 - c. Rome was sacked by barbarians
 - d. His mother died
 - e. The Roman Republic came to an end

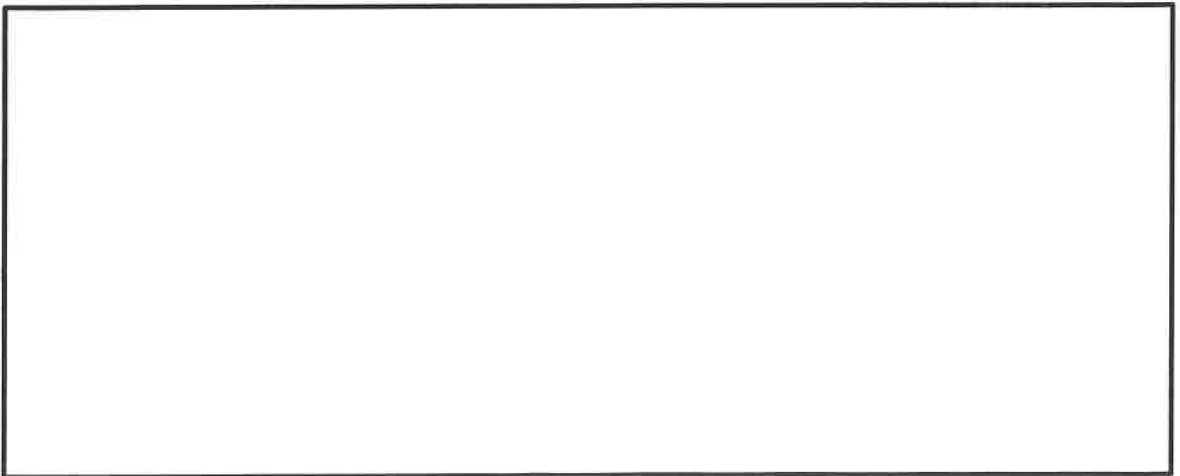
4. What was a 'consul' in the Roman government?
 - a. The highest ranking general in the army
 - b. One of two of the highest ranking positions in the government
 - c. It was another name for Senator
 - d. The highest ranking priest in the Roman religion
 - e. All of the above

5. Julius Caesar became governor of what Roman province after he served his term as consul?
 - a. Egypt
 - b. Hispania
 - c. Cyprus
 - d. Macedonia
 - e. Gaul

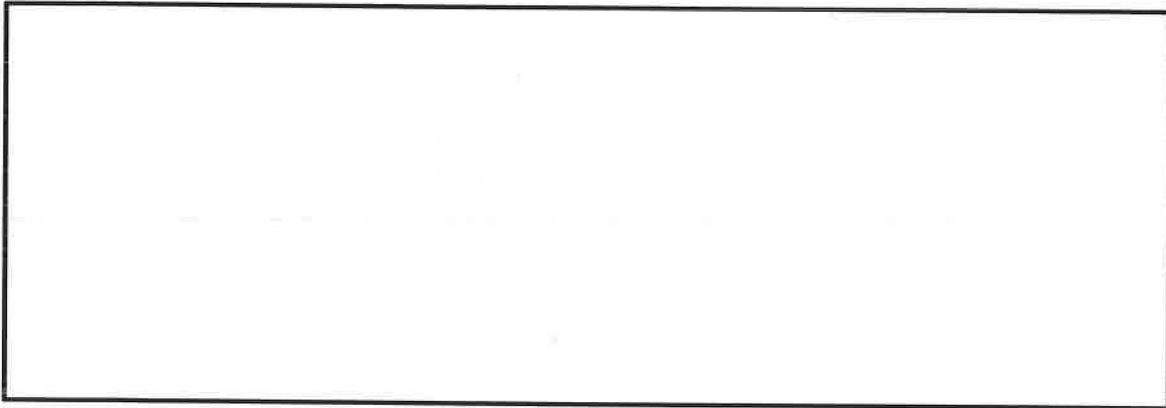
6. What Roman leader did Caesar fight in the Roman civil war?
- Sulla
 - Marc Antony
 - Pompey the Great
 - Octavian
 - Marius
7. During the civil war, Caesar chased his enemy all the way to what country?
- Japan
 - Spain
 - Egypt
 - Russia
 - Sweden
8. What title did Caesar take when he became the sole ruler of Rome?
- King
 - Dictator
 - Tyrant
 - President
 - Emperor
9. How did Caesar die?
- He was assassinated in the Senate
 - His ship was sunk while sailing home from Egypt
 - He died of old age on his estate in the Italian countryside
 - He was killed in battle defending Rome
 - He died in a duel with Pompey the Great
10. Who was Octavian?
- One of Caesar's enemies during the civil war
 - A politician who served as consul alongside Caesar
 - A famous sculptor during the time of Caesar
 - Caesar's nephew and heir who later became the first emperor of Rome
 - A gladiator who caused an uprising that Caesar put down

TIME TO REVIEW!!

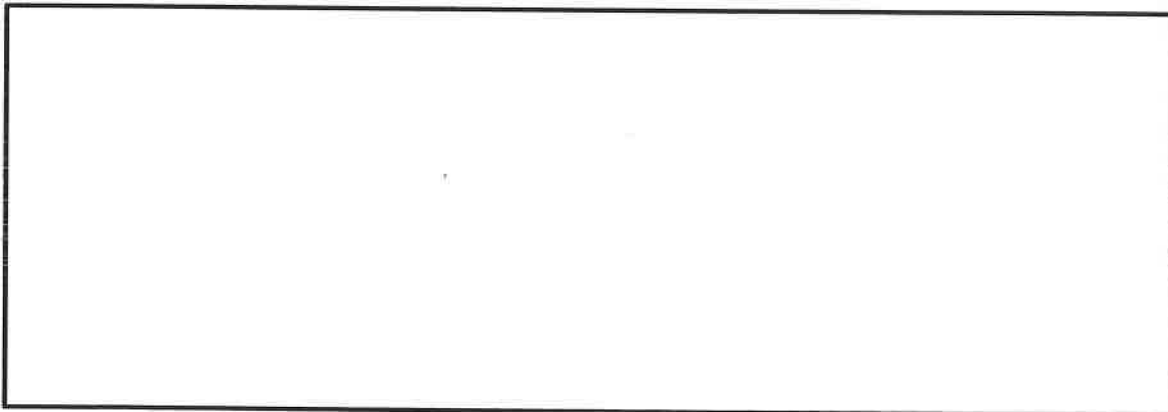
6. What causes clouds to form?



7. Which force would cause runoff to occur after a rainstorm?



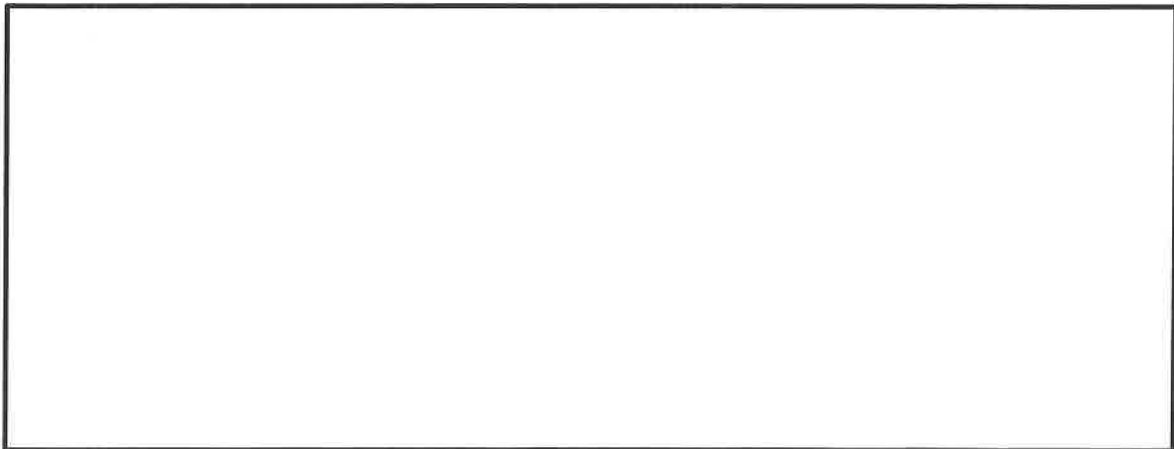
8. Why does evaporated water stay in our atmosphere instead of going into space?



9. Plants are an important part of the water cycle. Which water cycle process, other than transpiration, do plants participate in?



10. Could the water you drink today, have been consumed by another animal in the past? Explain.



6th Grade Maroon and Gold - NTI Day 29 Checklist

Required Assignments: The following assignments should be completed for NTI Day 29. These assignments are required for all students!

_____ MATH -Self Checking Understanding Quadrilaterals D-39 (Under each figure, circle the number-letter combination next to each word that correctly names the figure)

_____ ENGLISH LANGUAGE ARTS - Watch one televised daily news program either from local (Lexington-based) or national news such as FOX or CNN. While watching, complete the attached sheet labeled "Daily News Connection, Day 29" (**Alternate assignment- do **ONLY** if you **do not** have access to watching the news- Read the article "A Creepy Career" and answer questions 1-3).

_____ SOCIAL STUDIES - **The following assignment is for Days 29 and 30!** Complete the "Crosswits: Ancient Rome" activity. After reading through the introduction you will complete 8 sections about life in Rome. After reading each paragraph you will draw a picture in the box that represents something important that you learned from that section.

_____ SCIENCE - Use what you have learned about the Hydrologic Cycle to complete the Water Cycle Diagram assignment.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Water Cycle Kahoot Challenge:

www.kahoot.it

Game Code: 07329999

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

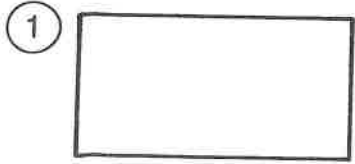
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Science code: dadch3d

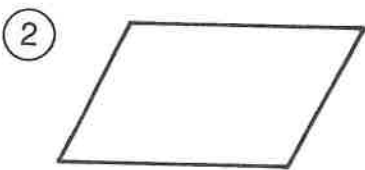
ELA code: p6yh3ma

Why Didn't the Snobbish Potatoes Want Their Daughter to Marry a News Broadcaster?

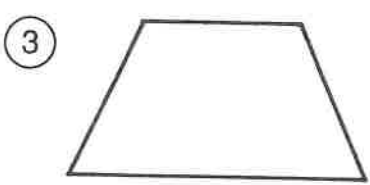
Under each figure, circle the number-letter combination next to each word that correctly names the figure. Write the letter in the matching numbered box at the bottom of the page.



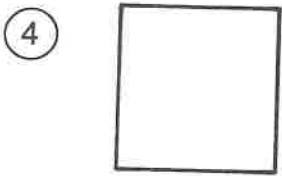
- 5-A parallelogram
- 16-O rectangle
- 19-F square



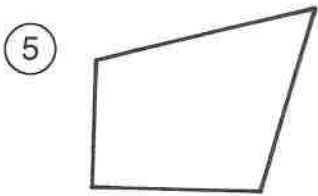
- 25-E parallelogram
- 13-I rectangle
- 4-D rhombus



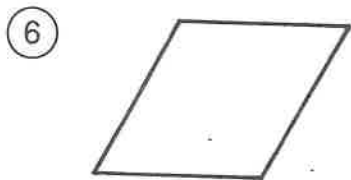
- 9-U quadrilateral
- 21-F parallelogram
- 1-H trapezoid



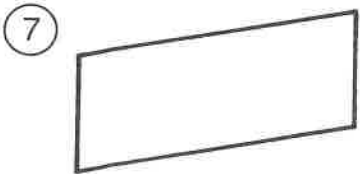
- 20-N parallelogram
- 11-T rectangle
- 23-A square



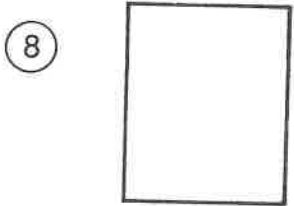
- 2-E quadrilateral
- 24-V parallelogram
- 8-P rhombus



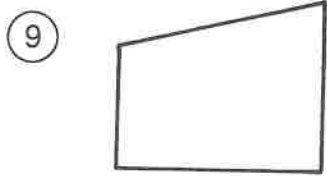
- 19-O parallelogram
- 15-L rectangle
- 6-S rhombus



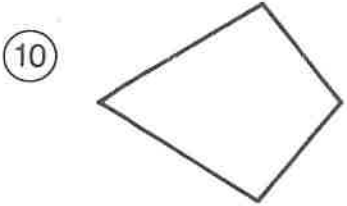
- 13-A quadrilateral
- 26-R parallelogram
- 7-N trapezoid



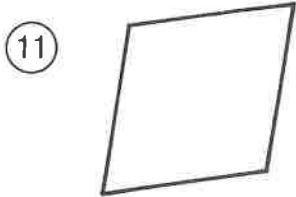
- 17-M rectangle
- 10-P square
- 14-S trapezoid



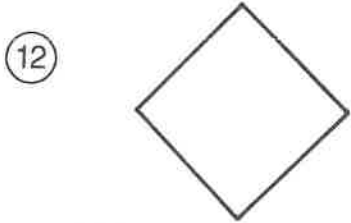
- 21-E parallelogram
- 18-I rhombus
- 8-J trapezoid



- 4-W quadrilateral
- 12-O parallelogram
- 24-N trapezoid



- 22-T quadrilateral
- 15-C rhombus
- 3-B square



- 10-S rectangle
- 18-M rhombus
- 24-T square

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
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Daily News Connection

Day 29

Name:

Directions: While watching the news program, answer the following questions. You must watch the programming for at least 35 minutes. *Read these questions prior to viewing the program!!*

8. Day and time of the news program you viewed:
9. What channel or internet site was this program on?
10. What events or situations have changed since you watched the news on Day 26?

Focus on one story or segment of the news program. Then answer the following questions based on that part of the news.

11. What is happening and What do you think about it?
12. Where and when does this event happen?
13. How do you feel about the news you watched today? And Why?

A CREEPY

4
Is This Burger Bad for the Planet?
In the News

8
Day of Disaster
Nonfiction Feature

14
"I Was Adopted"
True Teen Story

18
Is This Ghost Town Cursed?
Weird But True

20
Sherlock Holmes and the
Midnight Killer
Readers Theater Play

26
Superman Becomes a
Star/Superheroes Take
Over the World
Paired Texts

30
Does Lulu Need a Phone?
Debate

32
Is This Your Future
Home?
Infographic

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Lauren Esposito travels the world studying scorpions and spiders. Here's what she wants you to know about these misunderstood creatures. BY ANNA STARECHESKI



Lif you were to see the animals on this page in real life, what would you do? Most people might run screaming. But not Lauren Esposito. She's a biologist—a scientist who studies living things. And her specialty is arachnids, like spiders and scorpions.

Lauren spends about half her time traveling the world looking for these creatures. Then she comes back home to write about what she found. We talked to her about working with some of the most feared animals on Earth.

Have you always loved arachnids?

Not exactly. But I would look

for bugs and worms in my garden as a kid. So I've always been drawn to creepy-crawly creatures.

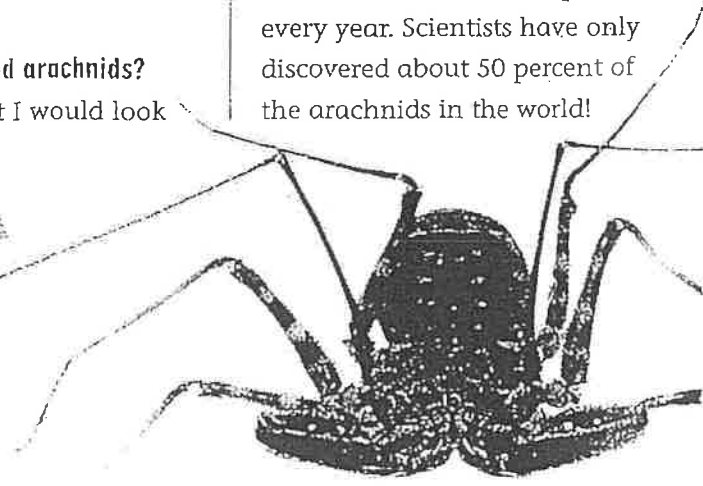
Why is it important to study arachnids?

They've been around since before the dinosaurs! They can teach us about how animals survive through time as Earth changes around them.

What's something that people might find surprising about your job?

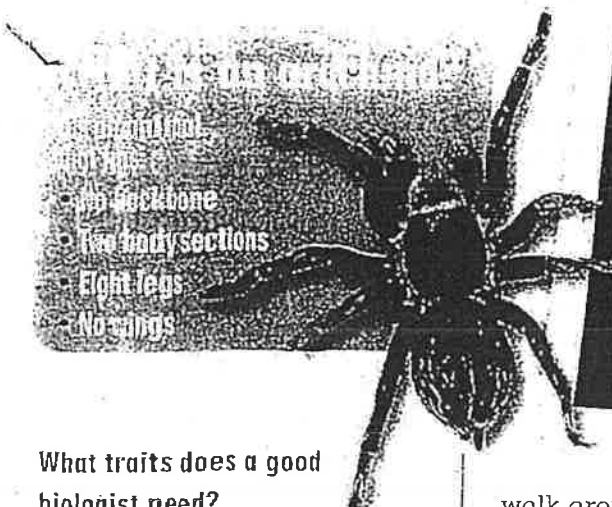
We are finding new species—or types—of arachnids all the time. I collect about 100 new species every year. Scientists have only discovered about 50 percent of the arachnids in the world!

Lauren's favorite arachnid is the whip spider. They've been known to eat lizards and human babies!

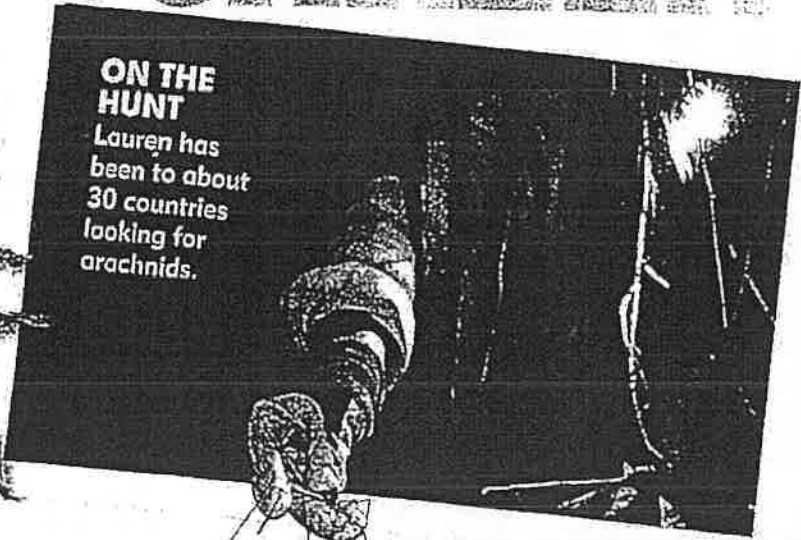


Day 29: Alternate Assignment Continued

ONLINE EXTRA Go scorpion-hunting with Lauren in our video.



- No backbone
- Two body sections
- Eight legs
- No wings



ON THE HUNT
 Lauren has been to about 30 countries looking for arachnids.

What traits does a good biologist need?

You need to be curious and observant—always noticing what’s around you. And you have to be fascinated by nature! A lot of people are afraid of arachnids. Why is that?

Well, the way they move is very alien to us. We’re not used to seeing things

walk around on the ceiling with eight legs! Plus, there are *some* arachnids that are venomous—that means they have a poisonous bite or sting. So people think *all* arachnids can hurt them. What do you say to those people?

Fewer than 1 percent of all arachnids are dangerous

to humans. Most spiders can’t even bite people—their fangs are too small to get through human skin.

Have you ever been bitten or stung?

I was once stung by a scorpion. It felt like getting pricked by a thumbtack. I was totally fine! •



Mint Skills Workshop

Write your answers on the lines below.



1. How arachnids move is *alien* to us. What’s another word Lauren could have used? Write it here.

2. What are three traits a biologist needs?

3. Find a sentence where Lauren explains what we can learn from arachnids. Write it here.

CROSSWITS: ANCIENT ROME

Twelve years after Julius Caesar was assassinated, his adopted son Octavian came to power. This happened after a brief civil war between Octavian's forces and the supporters of Mark Antony and Cleopatra.

Antony and Cleopatra had met during the years following Caesar's death. They fell in love and soon were married. In order to marry Cleopatra, Antony had to divorce his wife, who was the sister of Octavian. Antony and Cleopatra then became rivals of Octavian for the leadership of Rome. When Antony and Cleopatra's armies were defeated, both committed suicide. Cleopatra is believed to have taken her life by allowing a poisonous snake to bite her on the arm.



Octavian became as strong a ruler as Julius Caesar had been. When Caesar was the dictator, some people — especially certain members of the Senate — believed that he had too much power. But now people welcomed strong rule by one man, Octavian. They were convinced that it was the only way to have peace and good government.

Unlike Caesar, Octavian took advice from the Senate and gave them various powers and responsibilities. This pleased the senators. Octavian began using the title “Augustus,” a name that in Roman times referred to a very important position. Augustus, however, was more interested in being a good ruler than being an all-powerful one.

During the reign of Augustus, the Roman Republic came to an end and the period of the Roman Empire began. Rome no longer was a republic because elected officials no longer headed the government. The government was now led by an absolute ruler, an “emperor.” Augustus succeeded in bringing peace and wise leadership to Rome and its conquered lands. After Augustus, other emperors continued his policies for nearly two hundred years. These were good times for the citizens of Rome. This period came to be known as “Pax Romana,” or Roman Peace.

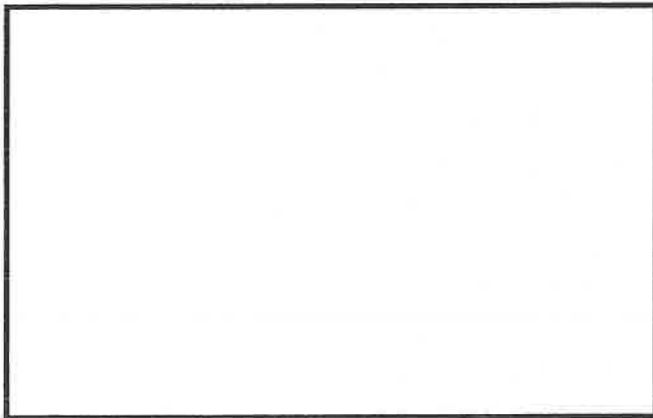
Ways of Living in the Roman Empire

The paragraphs on the following pages describe ways of living in the days of the Roman Empire. In the box below each paragraph, draw one or more pictures that have something to do with the information found in the description. Each picture must show an aspect of life during Roman times.

For example, after reading the first paragraph, you could draw something related to freedom, self-government, roads, cities, farmlands, robbers, pirates, or invaders. Your picture can include one or several of these subject areas.

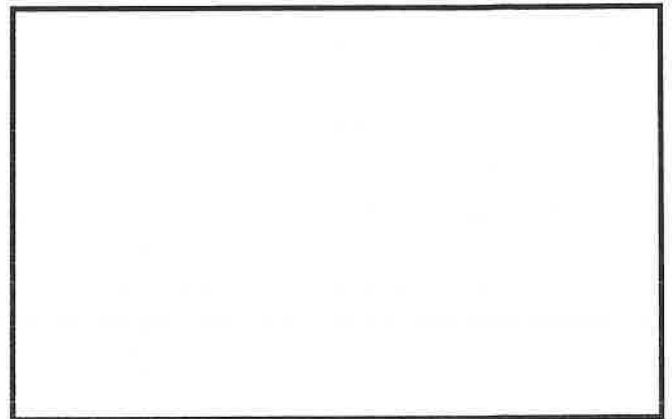
(1) Growth of the Roman Empire

Emperors increased the size of the Roman Empire by acquiring many new territories. People in these lands, although speaking different languages, became citizens of Rome and obeyed Roman laws. They were given considerable freedom and self-government. Roads were built between towns. Cities grew larger and farmlands were expanded and developed. Soldiers protected the people from robbers, pirates, and invaders. Most everyone was glad to be a Roman citizen.



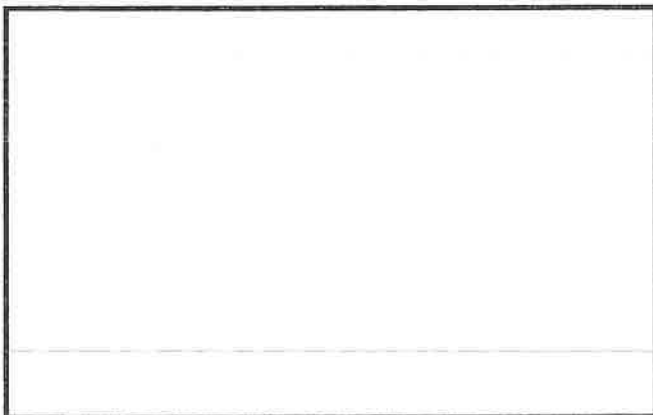
(2) The Rich

Roman citizens belonged to either an upper class or a lower class. The upper class included rich landowners, senators, successful businessmen, retired soldiers, and government officials. Well-to-do people lived in mansions that had marble columns, gardens, and fountains. Slaves helped do the work. The rich bought spices and precious stones from India and silk from China. They dressed in fine clothes and wore gold jewelry. The wealthy appreciated art and literature, and enjoyed good food and entertainment at expensive banquets.



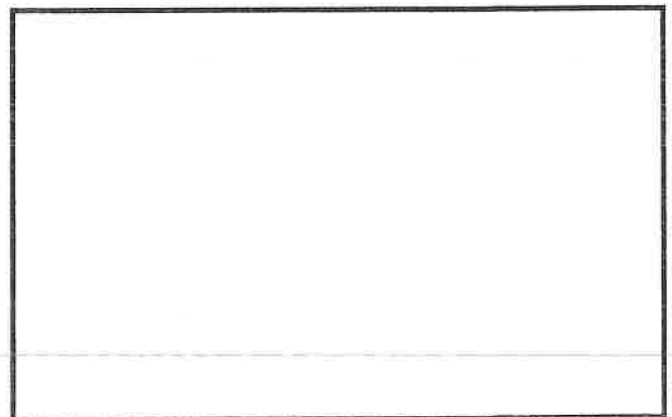
(3) The Poor

Lower class Romans lived in crowded apartments built over stores. They worried about robbers and the threat of fire, and were plagued by unsanitary living conditions. If a lower class person committed a crime, he was punished more severely than an upper class person. The lower class included small businessmen, shopkeepers, farmers, and the unemployed.



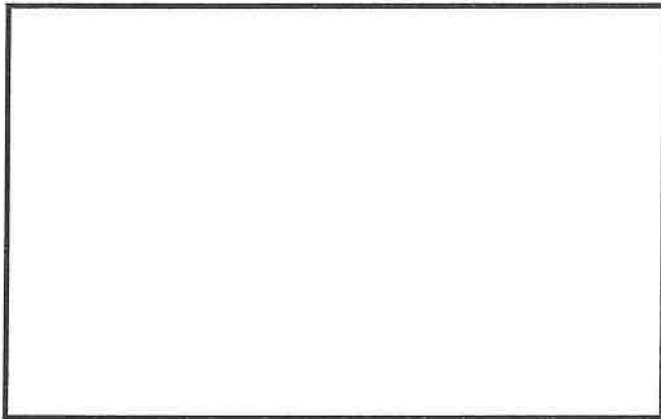
(4) Entertainment

Leisure time activities included hunting and boating. People also attended plays and enjoyed games of chance that used dice. They liked to travel over well-built roads to other towns and cities. At public bathes, they swam, exercised, lifted weights, relaxed, and visited with others. Above all, however, the Romans enjoyed watching gladiators and chariot races.



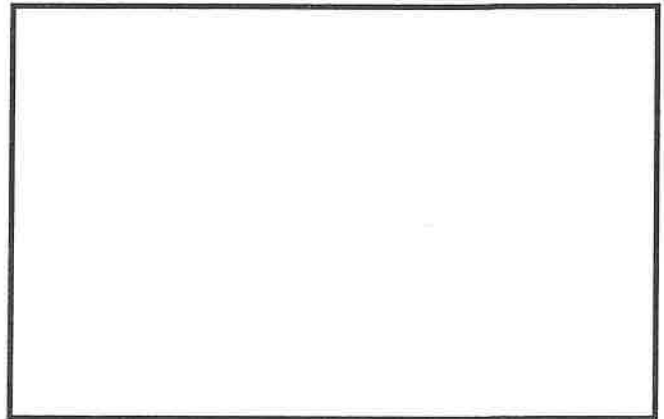
(5) Slavery

When Augustus ruled the Roman Empire, it is estimated that one in every four people were slaves. Hundreds of thousands of prisoners of war had been forced into slavery following Roman conquests. Some slaves were lucky enough to become servants, artists, teachers, or shopkeepers. But most worked long hours, were beaten for little or no reason, were branded, tortured, burned alive, or forced to become gladiators.



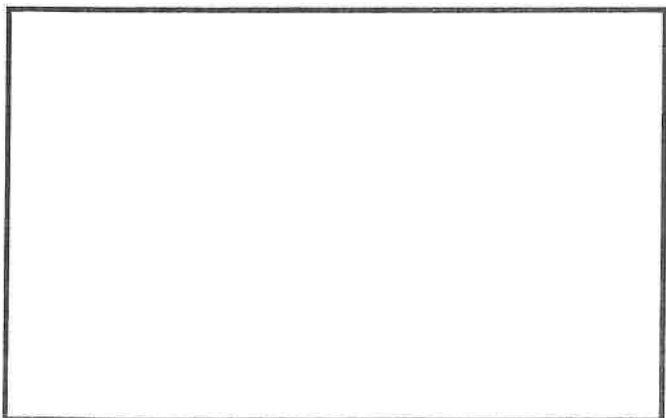
(6) Science and Engineering

Roman engineers built the best roads in the world. Concrete was invented and used in construction projects. Bridges, tunnels, public buildings, theaters, amphitheaters, hospitals, temples, and aqueducts became common sights. Aqueducts were channels that carried water to the cities. Streets were straight and at right angles to each other. Today, some 2,000 years later, many of these early roads, bridges, and aqueducts are still in use.



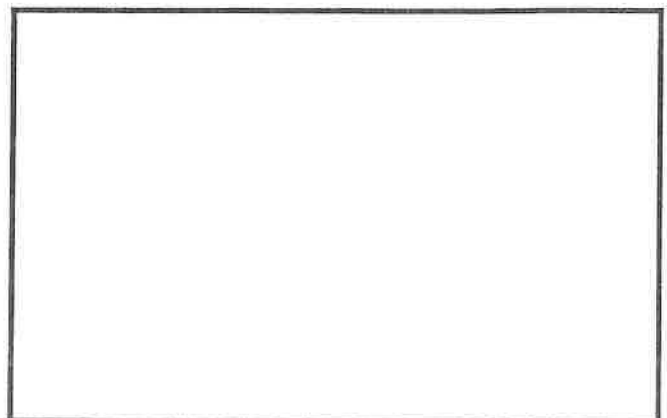
(7) Family Life

The Roman household included a father, mother, children, married sons and their families, and slaves. The father made all important decisions and led the family in worship. Women were highly respected, but had no legal rights. Children were educated by their parents. Only boys from rich families went to school. Mothers and fathers usually picked the person a son or daughter would marry. The Romans enjoyed frequent holidays, which were usually religious festivals.



(8) Food and Clothing

Most people ate three meals a day. At breakfast, bread was dipped in wine or served with honey, olives, or cheese. Lunch included meat or eggs with fruit and wine. For dinner, people had an appetizer of eggs, fish, and salad; then, meat or chicken and vegetables; and finally pastry or fruit and nuts for desert. Olive oil was used in place of butter. Honey replaced sugar. The main drink was wine mixed with water. Clothing for both men and women was loosely draped over the body down to the knees. Everyone wore sandals.



WATER CYCLE DIAGRAM (Day 29)

Directions: Below you will draw and label a diagram that illustrates the movement of water through the Hydrologic Cycle. The labels should include the six different processes given in your Water Cycle Notes from Tuesday. Make sure to include the cycle's source of energy in your drawing. Don't be afraid to get creative. The only requirement is that the drawing contains an example of each process that is clearly labeled.

6th Grade Maroon and Gold - NTI Day 30 Checklist

Required Assignments: The following assignments should be completed for NTI Day 30. These assignments are required for all students!

_____ MATH - Identifying Polygons (use the names listed to identify each of the polygons)

_____ ENGLISH LANGUAGE ARTS - Description Journaling: Describe your experience at Harrison County Middle School. Describe what you enjoy about HCMS and explain what future 6th grade students need to do in order to succeed at HCMS. Use the paper labeled: "HCMS journal, Day 30." If you run out of room, use the back or another sheet of paper.

_____ SOCIAL STUDIES - Complete the "Crosswits: Ancient Rome" activity that you started yesterday. After reading through the introduction you will complete 8 sections about life in Rome. After reading each paragraph you will draw a picture in the box that represents something important that you learned from that section.

_____ SCIENCE - Read the Section Summary on Air Masses and Fronts and complete the Review and Reinforce Worksheet .

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Video: Air Masses and Fronts

<https://www.youtube.com/watch?v=OBz3fwXX64A&t=18s>

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

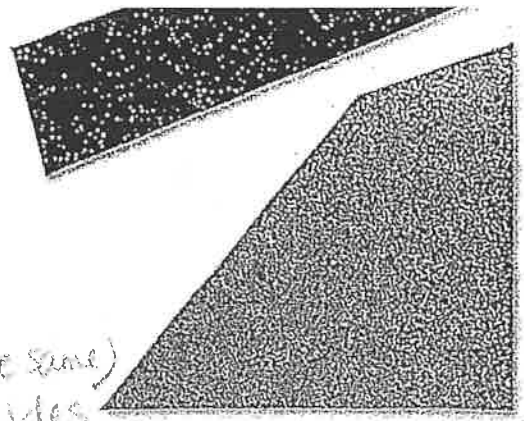
Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

A quadrilateral is a plane figure with four sides and four angles.

Five special types of quadrilaterals and their properties are shown in the table below. The same mark on two or more sides of a figure indicates that the sides are congruent (the same)



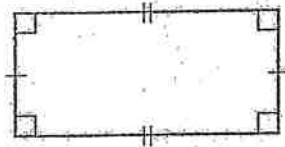
* polygon = a shape with 3 or more sides

Parallelogram



Opposite sides are parallel and congruent.
Opposite angles are congruent.

Rectangle



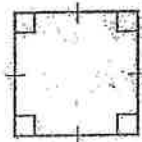
Parallelogram with four right angles

Rhombus



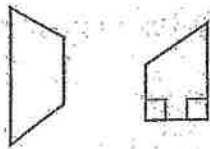
Parallelogram with four congruent sides

Square



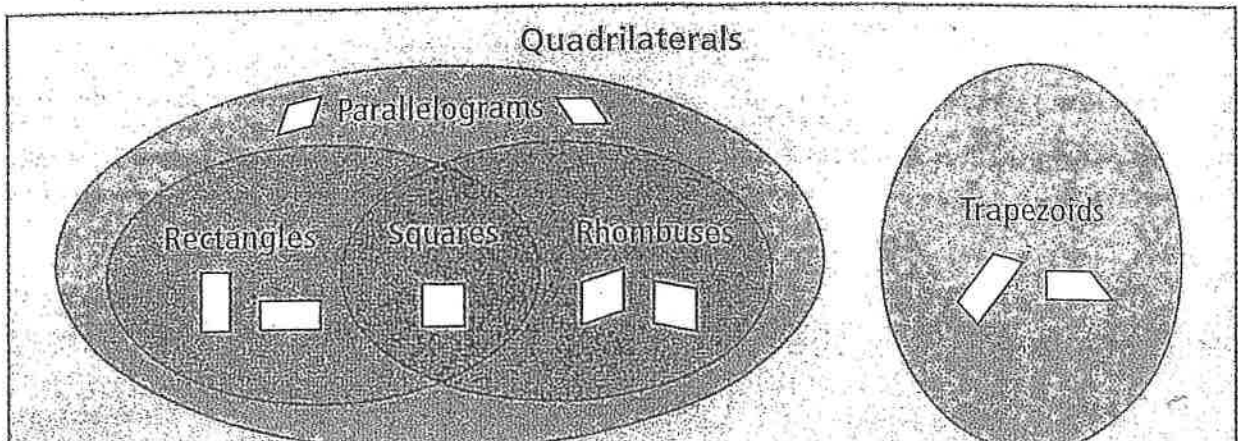
Rectangle with four congruent sides

Trapezoid



Quadrilateral with exactly two parallel sides
May have two right angles

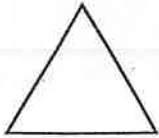
You can draw a diagram to classify quadrilaterals based on their properties.



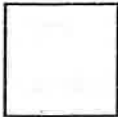
Practice 10



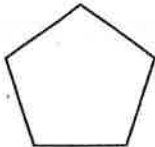
Polygon Names



Triangle



Square



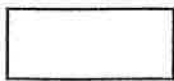
Pentagon



Hexagon



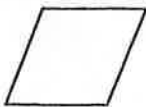
Octagon



Rectangle



Parallelogram



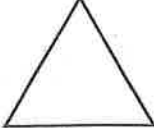
Rhombus



Trapezoid

Directions: Use the names listed on the left to identify each of the polygons below. Use the most specific name for each figure.

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

7.  _____

8.  _____

9.  _____

10.  _____

11.  _____

12.  _____

HCMS Journal

Day 30

Complete your journal activity below.

8th grade students : reflect on your 3 years at HCMS. Describe what you have loved, what you will miss, and your favorite HCMS memory. Write a 3-8 paragraph to describe your HCMS journey.

6th and 7th grade students: describe what you enjoy about HCMS and explain what future 6th grade students need to do in order to succeed at HCMS.

SECTION 3-1**SECTION SUMMARY****Air Masses and Fronts****Guide for Reading**

- ◆ What are the major types of air masses that affect the weather in North America?
- ◆ What are the main types of fronts?
- ◆ What are cyclones and anticyclones?

3

A huge body of air that has similar temperature, humidity, and air pressure throughout it is called an **air mass**. Scientists classify air masses according to temperature and humidity. **Tropical**, or warm, air masses form in the tropics and have low air pressure. **Polar**, or cold, air masses form north of 50° north latitude and south of 50° south latitude and have high air pressure. **Maritime** air masses form over oceans and are humid. **Continental** air masses form over land, in the middle of continents, and are dry.

Four major types of air masses influence the weather in North America: maritime tropical, continental tropical, maritime polar, and continental polar. Maritime tropical air masses from the Gulf of Mexico bring warm, humid air to the eastern United States. Maritime tropical air masses from the Pacific Ocean bring warm, humid air to the West Coast. Continental tropical air masses from the Southwest bring hot, dry air to the southern Great Plains. Maritime polar air masses from the Pacific Ocean bring cool, humid air to the West Coast. Maritime polar air masses from the Atlantic Ocean are often pushed out to sea by westerly winds. Continental polar air masses from central and northern Canada bring cold air to the central and eastern United States.

The prevailing westerlies generally push air masses from west to east in the United States. As air masses move across the land and the oceans, they bump into each other. However, if they have different temperatures and densities, they do not mix. The area where the air masses meet and do not mix becomes a **front**. When air masses meet at a front, the collision often causes storms and changeable weather.

There are four major types of fronts: cold fronts, warm fronts, stationary fronts, and occluded fronts. A cold front forms when cold air moves underneath warm air, forcing the warm air to rise. Cold fronts move quickly and bring cold, dry air. A warm front forms when warm air moves over cold air. Warm fronts move slowly and bring warm, humid air. A stationary front forms when cold and warm air masses meet but neither one has enough force to move the other. It may bring many days of clouds and precipitation. An occluded front forms when a warm air mass is caught between two cooler air masses. The warm air mass is cut off, or **occluded**, from the ground. The occluded warm front may cause clouds and precipitation.

A swirling center of low air pressure is called a **cyclone**. Cyclones are also called "lows." **Cyclones and decreasing air pressure are associated with storms and precipitation.** **Anticyclones** are high-pressure centers of dry air. They are also called "highs." Anticyclones lead to dry, clear weather. Because of the Coriolis effect, in the Northern Hemisphere winds spin in a counter-clockwise direction in a cyclone and in a clockwise direction in an anticyclone.

SECTION 3-1 REVIEW AND REINFORCE

Air Masses and Fronts

◆ Understanding Main Ideas

Fill in the blanks in the table below.

Air Masses

Type	Where It Forms	Temperature	Humidity
1. _____	Over ocean	Warm	Moist
Maritime polar	2. _____	Cold	Moist
Continental tropical	Over land	3. _____	4. _____
Continental polar	5. _____	6. _____	Dry

3

◆ Building Vocabulary

Fill in the blanks to complete each statement.

7. A huge body of air that has similar temperature, humidity, and air pressure throughout it is called a(n) _____.
8. _____ air masses form in the tropics and have low pressure.
9. Air masses that form over oceans are called _____ air masses.
10. _____ air masses form north of 50° north latitude and south of 50° south latitude.
11. The area where air masses meet and do not mix becomes a(n) _____.
12. _____ air masses form over land, in the middle of continents.
13. A warm air mass that is cut off from the ground is said to be _____.
14. A swirling center of low air pressure is called a(n) _____.
15. _____ are high-pressure centers of dry air.

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Email: Julie.Lucky@harrison.kyschools.us
Google Classroom Code: 4411yxp7

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Phone Extension: 4601
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Google Classroom code: lycuxo
Remind 101 code: Text @homschor to 81010

Debbie Pulliam (Art)
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NTI Google Classroom Code: vvx5b47
Webpage: <https://sites.google.com/harrison.kyschools.us/homsart/home>

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NTI Google Classroom Code: ipakwko
Remind 101 code: Text @666484 to 81010 *FFA only*

Glenn Lonaker (Health)
Phone Extension: 4112
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Google Classroom Codes: 6th - lrmh2d3d 7th - abrycww 8th - crnykai
<https://sites.google.com/harrison.kyschools.us/im-lonaker-a-health-class/>

Chelsea Hill (Physical Education)
Phone Extension: 4608
Email: Chelsea.Hill@harrison.kyschools.us
Remind 101 codes: Text the appropriate code to 81010
6th grade: @hill6hom
7th grade: @hill7hom
8th grade: @hill8hom

*Login on your School Google
Account To get To The Google
Classroom Page.*

First. last@stu.harrison.kyschools.us

Welcome to 6th, 7th, and 8th grade

Explore
Fine dining restaurant for a well-rounded mind.
NTI 26-30

Choose 1 of the following activities to complete during the week
of April 20th - April 24th.

Each student in the school must complete this assignment!

Appetizer	Main Course	Dessert
Phys. Ed. Explore the thrill of creation through designing your own cardiovascular workout regimen!	Agriculture Travel through time and explore how agriculture has changed over the years!	Music Explore the power of music to underscore and express life events and personal characteristics by creating a soundtrack to your life!



Contact information for each teacher found
on the next page!

PE NTI Days 26-30: Day 4

FITNESS HOMEWORK – WHY?

So why are we going to have fitness homework for NTI?

- To make sure you are getting your 30-60 mins a day
- To learn how to train to reach our fitness goals
- To reinforce concepts learned in class

Did you know????

1. As many as **676,000 deaths** per year can be attributed to the lack of physical activity.
2. The average child middle school students gets 5-8 hours screen time a day.
3. Excess body weight during adolescence may lead to low self esteem and poor social health.
4. Children are more likely to exercise when their parents exercise.
5. Each hour of exercise adds two hours to your life expectancy.

A healthy lifestyle must be reinforced at home as well as at school. That is why it is so important to start positive exercise habits at a young age.

Assignment – Physical – 30 min. cardiovascular workout of your choice.

Activity: _____

Parent Signature(Required): _____

I participated with my child: Yes _____ **No** _____

Assignment – Written

1. Which fitness fact from above stood out to you? And why? (parent or child may answer)

2. What physical activity do you enjoy the most?

Student: _____

Parent: _____

3. Why is a parent signature required for each homework assignment?

PE NTI Days 26-30: Day 2

Fitness Homework - Math connection

Name _____ Date _____ Class _____

In PE, you would be learning how to calculate a target heart rate range. For homework, your assignment is to use YOUR AGE, and YOUR RESTING HEART RATE to calculate a PERSONAL target heart rate range. Then answer the questions and have your parent/guardian sign your work. Remember to keep your decimal points lined up.

Calculating YOUR Target Heart Rate Range

Purpose: To identify a PERSONAL target heart rate zone; which is a safe and comfortable level at which to perform physical activities.

Procedure: Study the example provided before completing this activity

	EXAMPLE	FOR YOU	
		LOWER LIMIT	UPPER LIMIT
Start with 220	220	220	220
Subtract your age	-20	- _____	- _____
Equals Maximum Heart Rate (MHR) Maximum times heart should beat/min.	200	= _____	= _____
Subtract YOUR Resting Heart Rate	-70	- _____	- _____
Multiply by: 60% - Lower Limit 80% - Upper Limit	130 x .60	= _____ x .60	= _____ x .80
Add Resting Heart Rate	78.00 + 70.00	= _____ + _____	= _____ + _____
Equals Target Heart Rate (THR)	158 Beats per minute	Beats per minute	Beats per minute
		YOUR THR	

1. What does it mean if your heart rate is not within your target heart rate range when you are done exercising or participating in a physical activity?

2. What should you do if you take your pulse (heart rate) during activity and it is above your target heart rate range? **WHY?**

3. What should you do if you take your pulse (heart rate) during activity and it is below your target heart rate range? **WHY?**

Parent/Guardian Signature Required: _____

PE NTI Days 26-30: Day 1

Cardio Graph Worksheet - Follow the directions below, placing a dot on the line above each category to represent your score. At the end, you will connect the dots to form a line graph.

Name: _____

Parent Signature: _____

Bpm	Resting Heart Rate	Walk Backwards	Brisk Walk Forward	Grapevine	Jog	Skip	Jump Rope	Jumping Jacks	Squat Jumps	Lunges	Mountain Climbers	Run in Place
200												
190												
180												
170												
160												
150												
140												
130												
120												
110												
100												
90												
<80												

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Activities

Before participating in the activities, record your resting heart rate: _____. You will now participate in each of the activities listed on the graph for 1 minute. After each activity, quickly locate your pulse and count your beats for 10 seconds. Multiply the number of heart beats you counted by 6. This is your BPM on the graph. After the cool down walk, your heart rate was _____. Look at the pattern that developed on your personal Cardio Graph as you charted your heart rate for each activity.

How does the exercise affect your heart rate? _____

What could you have done to increase your heart rate? _____

What could you have done to decrease your heart rate? _____

Did you give your best effort? Why or Why not? _____

PE NTI Days 26-30: Day 3

FITNESS HOMEWORK : **Cardiovascular Exercise**

Types of Cardiovascular Exercise

There many **types of cardiovascular exercise**. Cardiovascular exercise is something that involves using the larger muscles like your legs. So as you can imagine there are many different way to do this. They can be divided up into a number of different categories. Indoors and outdoors exercise and with or without special exercise equipment.

Outdoor Cardiovascular Exercise

This includes running, walking, jogging, bicycling, jump-roping, swimming and some types of skiing

Indoor Cardiovascular Exercise

The indoor types of cardiovascular exercise include using treadmills, stationary bicycles, stair climbers, rowing machines, elliptical trainers and ladder climbers.

You may have noticed from the list above that for the most part the types of cardiovascular exercises you can do outside tend to be the ones that do not need any kind of special equipment. That is true for the most part. However, even when running or walking you should make sure that you wear the right kind of shoes - or you may injure your feet. Also, when bicycling you should wear a helmet. And of course, you need a jump rope to be able to go jump-roping!

For the most part though the indoor equipment is kind of expensive stuff. You may want to try some yard sales to see if you can find some of that equipment cheaper there first.

But, overall there are still many different types of cardiovascular exercise. What is best for one person may not be for another, depending upon your needs.

Assignment – Physical – 30 min. cardiovascular workout of your choice.

Activity: _____

Parent Signature (Required): _____

I participated with my child: Yes _____ No _____

1) What makes an exercise a cardiovascular exercise?

2) List three indoor cardiovascular exercises.

3) List three outdoor cardiovascular exercises.

PE NTI Days 26-30: Day 5

FITNESS HOMEWORK : Cardiovascular Exercise

Benefits of Cardiovascular Exercise

There are many health **benefits of cardiovascular exercise**. It can also have a number of psychological benefits - it can help you feel stronger and more capable, happier, more energetic, etc.

It can burn a lot of calories

One of the benefits of cardiovascular exercise is that it is a good way to burn calories. Still, to lose weight with cardiovascular exercise - you need to do it for longer periods of time and more frequently to lose weight. It is best to try and both decrease your caloric intake and start a cardiovascular exercise program at the same time.

Can raise you metabolic rate

Some studies have shown that with regular cardiovascular exercise your resting metabolic level will increase. This is one way in which it can help you to lose weight.

Decreases Risk of cardiovascular disease

Some research suggests that even just walking 20 minutes, three times a week and can lower your risk of heart diseases

Assignment – Physical – 30 min. cardiovascular workout of your choice.

Activity: _____

Parent Signature (Required): _____

I participated with my child: Yes _____ No _____

1) What lowers your risk of heart disease?

2) How does a cardiovascular workout help you lose weight?

3) List three benefits of cardiovascular exercise.

Agriculture

(Part 1): Read through the provided documents that discuss how agriculture has changed over the years. After reading these, answer the questions on the pages titled History of Agriculture Production and Name the Equipment. After you have finished part one, you will move on to part two.

Time Travel: The History of American Agriculture

1493: Christopher Columbus brings calves, goats, sheep, pigs, chickens, melons and many vegetables to America.

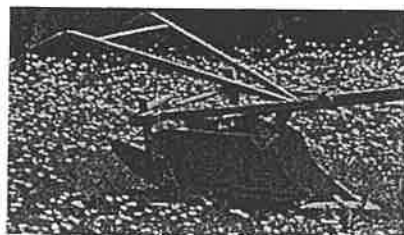
1607: English Colonists in Jamestown, Virginia plant grain potatoes, pumpkins, melons, cotton and oranges.

1609: Indians teach the Jamestown settlers how to grow corn.

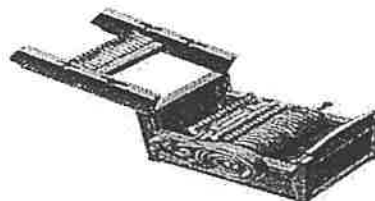
1731: Jethro Tull introduced the horse-drawn cultivator and seed drill into English farming which allowed people to plant seeds much quicker than by hand.



1784: James Small invents the iron plow in England to help break up the soil.



1793: Eli Whitney invents the cotton gin which helps separate the cotton from the seeds saving a lot of time and human labor.



< Cotton Gin

1798: John Chapman (Johnny Appleseed) plants his first apple nursery in western Pennsylvania.

1831: Cyrus McCormick invents the reaper that helps to cut crops.

1837: John Deere begins to manufacture steel plows.

1842: The first grain elevator is used in New York to move and store grains.



1847: Irrigation methods begin to help water crops during dry periods.

1850: S.S. Rembert and J. Prescott develop a mechanical cotton picking machine.

1855: Michigan and Pennsylvania establish the first state agriculture colleges.

1858: Mason jars are invented and are commonly used to help store canned goods.

**** For additional agriculture assignments, feel free to visit Mrs. Farrow NTI Google Classrooms. (The code can be found on the front of the Explore NTI Packet.)**

1862: President Abraham Lincoln signs legislation creating the first Department of Agriculture.

1867: Barbed wire used for fencing is invented to help keep in animals.



1868: Steam tractors are tested.



1869: Transcontinental railroad was finished allowing quicker movement of goods from East to West.

1875: The first silos are built for grain storage.

1884: Horse drawn combines are used.



1888: The first long-haul shipment of a refrigerated freight (train) car goes from California to New York.

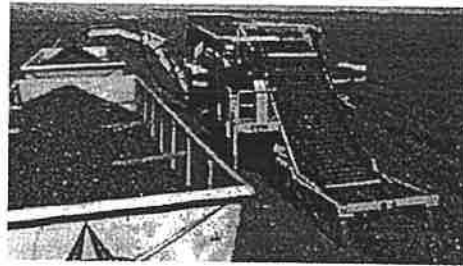
1890: Cream separators are used to separate the cream from whole milk. This gives us cream for things like butter.

1892: John Froelich builds first gasoline tractor.

1927: All-purpose, rubber tired tractor with machinery is used.

1936: A hay baler with a self-tie system was invented.

1959: The mechanical tomato harvester is developed.



1970-80s: Minimum tillage agriculture is popularized to help reduce the risk of soil erosion (soil getting washed/blown away).

1994: Farmers begin using GPS to track and plan their farming.

2000: Ethanol (a renewable fuel made from plants like corn) use increases with 1.63 billion gallons produced.

2000-Present: Many previous inventions have been updated throughout the years and have made farming easier. (See some examples of these in the current equipment section of the notes.) New technologies like self-driving tractors, new crop varieties, new planting techniques, and many more things are continuing to be developed daily which will change the future of agriculture.

Objective 1: Describe agriculture's role in developing civilizations.

Anticipated Problem: How does agriculture develop civilizations?

- I. A *civilization* is a group of people who settle in one place. In order for a civilization to survive in that place they must have food.
 - A. One way to obtain food is by hunting and gathering. If a civilization depends on this method of obtaining food, it must designate members of the group to be *hunters and gatherers*, people who go out and find food for everyone. Eventually, the group will use up all local sources of food or the population will outgrow the supply.
 - B. Another way to obtain food is to plant, care for, and harvest crops.
 1. Early civilizations found that for them to establish a community and remain in the same place, it was necessary to plant food and to tame animals. This was the beginning of agriculture science.
 2. As people began planting food and raising animals, they immediately began looking for better ways to care for plants and animals. Through scientific experimentation they began improving the science of agriculture.
 3. As people became more dependent on land and animals, they began to practice *stewardship*. *Stewardship* is the practice of taking care of land and animal resources so they can benefit future generations.

Objective 2: Identify some of the inventions that changed the agriculture industry.

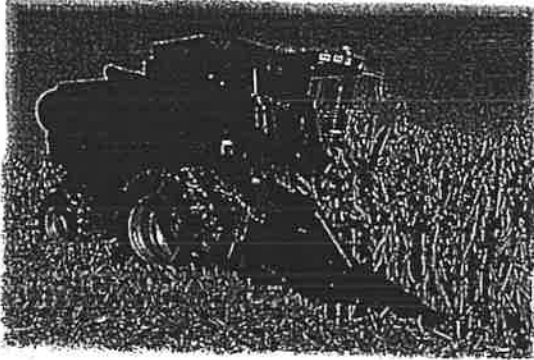
Anticipated Problem: What are some of the major inventions that changed the agriculture industry?

- II. In early agricultural practices, seeds were planted and harvested by hand. Over time a number of inventions and innovations have advanced farming practices to their current state.
 - A. In 1831, Cyrus McCormick invented a mechanical reaper that made harvesting crops more efficient. The *reaper* was a machine pulled by horses that was used to cut wheat at the base of the stem. Prior to the invention, plants had to be cut by hand and bundled into shocks and stacked.
 - B. In 1837, John Deere began manufacturing a plow with a steel cutting edge, called a *steel plow*. This steel plow was light enough that horses could pull it through the ground, while at the same time it was strong enough to break up heavy prairie soil.
 - C. Soon after McCormick's reaper was invented, a thresher was invented. A *thresher* separates the grain from the stem of the plant. Farmers would pick up the stalks cut by the reaper and then hand-feed them through the thresher. After the invention of the internal combustion engine, these two machines were combined to make a combine.
 - D. An *internal combustion engine* is a device that uses fuel to create energy which is then used to do work. The invention of this engine led to the invention of tractors and combines. Work that once took days to do by hand could now be done in minutes.

TM: A-2C

COMBINE

A combine is a machine that picks crops from the field and separates the grain from the stems, cobs, or pods. The grain is then stored in a large bin behind the cab. When the bin is full, the auger, or arm, on the side of the combine moves the grain from the combine into a grain truck or wagon.

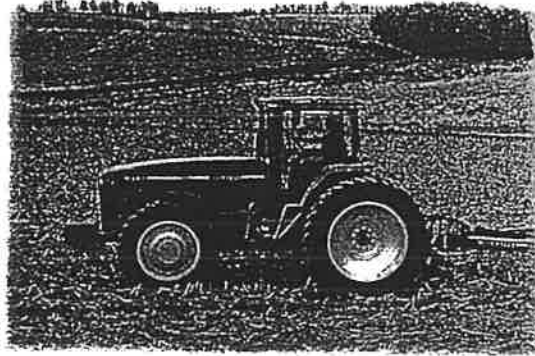


(Courtesy, Case Corporation)

TM: A-2B

TRACTOR

Tractors do many jobs on a farm. Because of their powerful engines, they are mostly used to pull heavy machines like plows and planters. Their large tires provide traction.



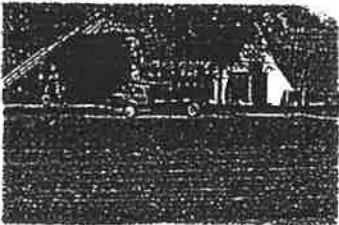
(Courtesy, Deere and Company)

Current Agriculture Equipment

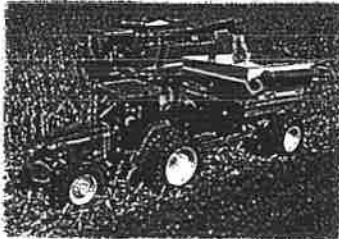
TM: A-2F

GRAIN TRUCK AND WAGON

Farmers use grain trucks and wagons to move grain from the field to grain bins or the grain elevator.



(Courtesy, U.S. Department of Agriculture)

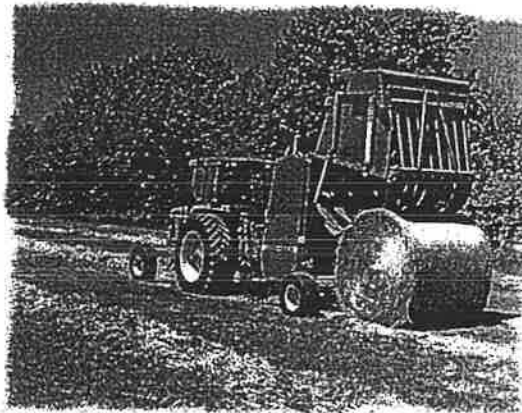


(Courtesy, Deere and Company)

TM: A-2G

BALER

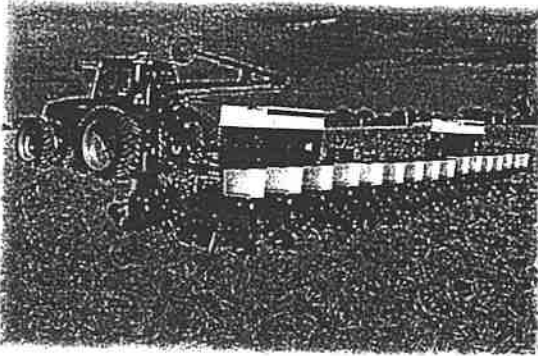
A baler is used to wrap hay or straw into round or rectangular bales. The baler packs the hay or straw tightly and ties it together with wire or twine.



(Courtesy, Deere and Company)

PLANTER

The planter places seeds into the ground as a tractor pulls it through the field. The seeds are loaded into tanks on the planter. The machine creates a row and drops the seed in the row. The seed is then covered with a layer of soil.



(Courtesy, Case Corporation)

TRACTOR WITH LOADER

The loader is a scoop or bucket located on the front of a tractor that is used like a large shovel. It helps farmers move hay, straw, gravel, dirt, and manure around the farm.

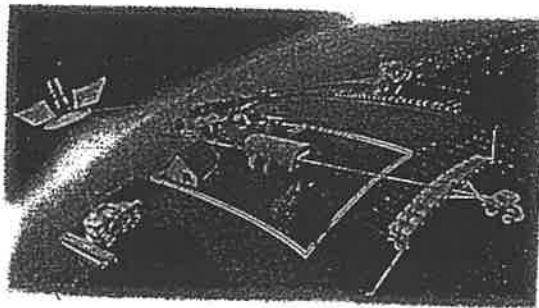


(Courtesy, Deere and Company)

Current Agriculture Equipment

GLOBAL POSITIONING SYSTEM AND GEOGRAPHIC INFORMATION SYSTEM

GPS works through satellites and computers in the tractor to pinpoint exact location. GIS is then used to make a grid for each field to tell farmers how to prepare and maintain the soil and crops in that field.



(Courtesy, Deere and Company)



Name _____

HISTORY OF PRODUCTION AGRICULTURE

▶ Matching

Instructions: Match the word with the correct definition.

- a. combine
 - b. thresher
 - c. reaper
 - d. loader
 - e. tractor
1. Powerful machine used to pull other farm implements.
 2. A machine that separates grain from the stalk.
 3. This machine is a combination of a reaper and a thresher.
 4. A machine invented in 1831 by Cyrus McCormick.
 5. Large bucket on the front of a tractor.

▶ Fill-in-the-Blank

Instructions: Complete the following statements.

1. _____ was the first person to manufacture the steel plow.
2. A _____ packs hay or straw into tight bales.
3. Global Positioning Systems use _____ and _____ to pinpoint locations within a field.

▶ Short Answer

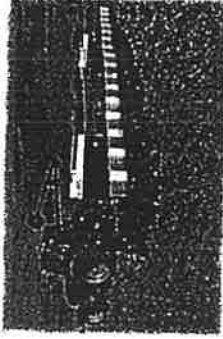
Instructions: Answer the following question.

What are two major inventions that changed the agriculture industry? Explain how they changed ag.

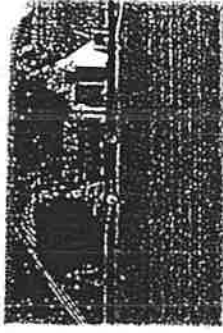
NAME THE EQUIPMENT

▶ Directions

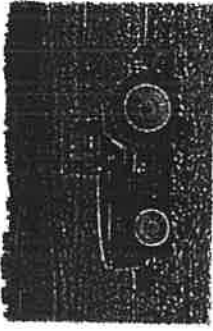
Write the name of the piece of equipment on the line under its photo.



1. _____



2. _____



3. _____



4. _____



5. _____

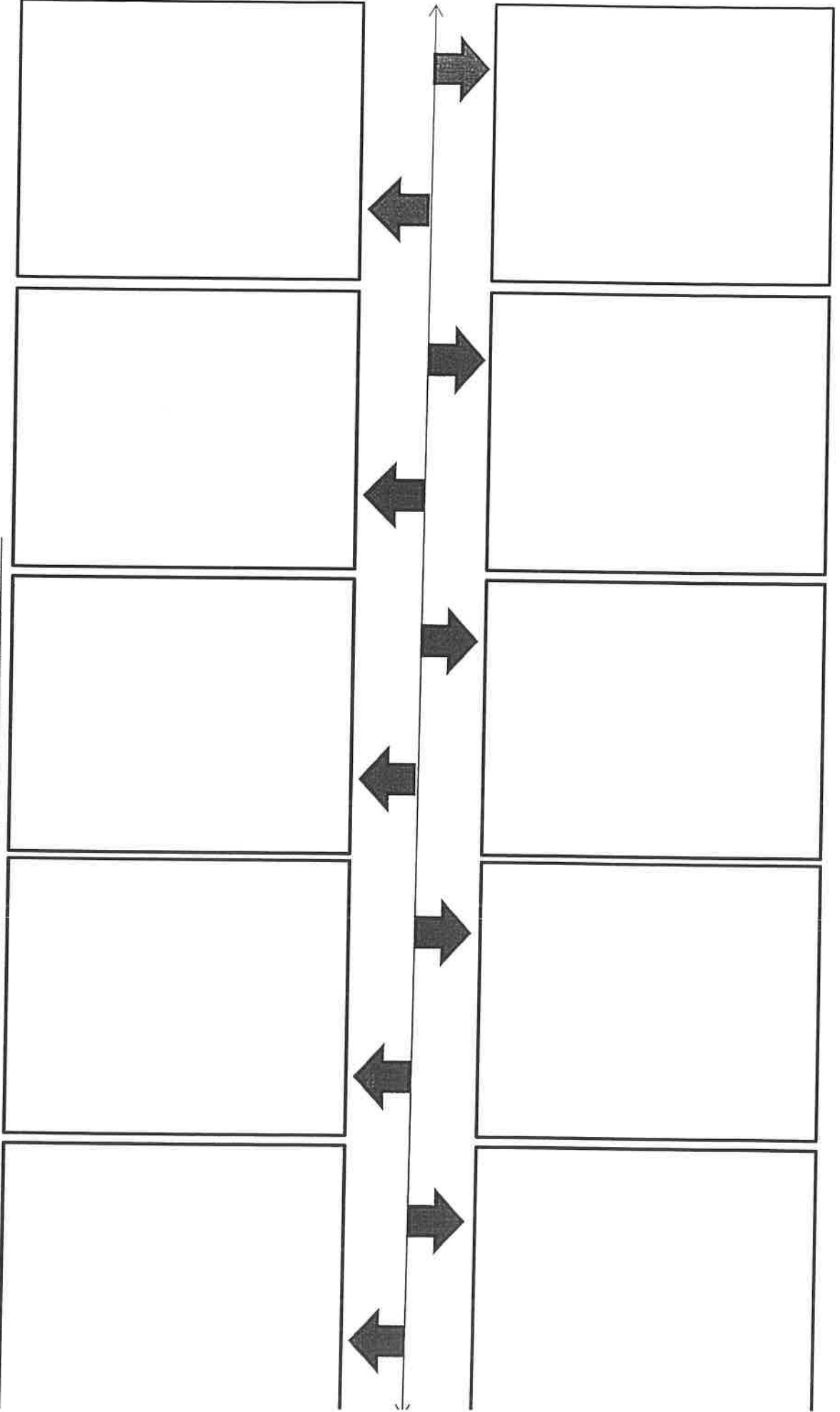


6. _____

(Part 2): For this part of the assignment, you will be creating a timeline to show how agriculture has changed over the years. You will use the timeline template provided below to do this. For your timeline, complete the following:

- You need to choose at least 10 historical agriculture related events that you feel were important.
- Make sure you list the **year the event occurred**. **Then** briefly describe **what happened and why it was important / how it helped agriculture**.
- In addition to the written information, **draw a small image that relates to what happened during this year**. You may color these if you wish.

You must use the notes provided to you in Part 1 to help you complete this part of the assignment. You are also encouraged to research and find out more information about the history of agriculture to help you with this part of the assignment if you can.



(Part 3): Based on what you have learned during this lesson, summarize how agriculture has changed over the years in one paragraph (5-8 sentences). *Hint: Think about how things were done before technology / machinery was used and how things have changed since then. You may also include discussions of how specific inventions changed agriculture.* Use the space below to complete this part of the assignment.

THE SOUNDTRACK OF MY LIFE

Lesson Plan for Middle School Music

Prepared by Mrs. Eastman

PROMPT

In every great movie, there is a soundtrack that underscores the drama of what happens in the plot. The composer John Williams wrote musical themes for each of the main characters in the Star Wars movies. If a movie were to be made about you, what type of music would be in the soundtrack? Create an imaginary music album that shows who you really are. You may use existing songs or create original songs to describe events in your life or your personality. Finally, design an artistic cover for your album.

THE PLAYLIST

1. Choose *at least* five songs to include for your playlist. Remember, you can use existing songs or come up with your own.
2. Write down your song list on a separate sheet of paper. Put the playlist in the order you like best.
3. For each song, write liner notes that include the following: musical genre of the song, the tempo, the time signature, type of musical ensemble performing the song, the mood of the song, and why it is relevant to your life.

COVER ART

Create an album cover for the Playlist of Your Life. You can title the album whatever you like. Include that on the cover.

