

# **BEARCAT DAY 11**

**GRADE 6  
ANDERSON COUNTY SCHOOLS**



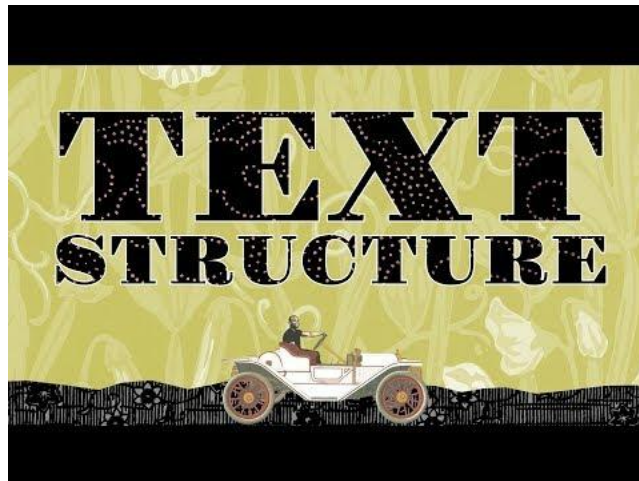
**ANDERSON COUNTY MIDDLE SCHOOL**

# 6TH GRADE BEARCAT DAY 11

LANGUAGE ARTS	<b>TEXT STRUCTURE</b> If you can watch the video about text structure: <a href="https://www.youtube.com/watch?v=7kWGQ-ipBY">https://www.youtube.com/watch?v=7kWGQ-ipBY</a> Read the notes. Read the Article Heart of a Champion about Muhammad Ali and answer the questions.
MATH	<b>AREA OF RECTANGLES AND PARALLELOGRAMS REVIEW</b> Review the <a href="#">notes about finding the area</a> . Answer the <a href="#">questions about area</a> .
SCIENCE	<b>WEATHER AND CLIMATE (BUILDING ON THE BASICS)</b> Read the <a href="#">notes</a> and answer the questions.
SOCIAL STUDIES	<b>Patricians and Plebeians</b> If you are able watch the video: <a href="https://www.youtube.com/watch?v=QfKybqQgADU&amp;feature=emb_title">https://www.youtube.com/watch?v=QfKybqQgADU&amp;feature=emb_title</a> Read the <a href="#">notes and answer the questions</a> .
PE/HEALTH	<b>COMMUNICABLE AND NONCOMMUNICABLE DISEASES</b> Read the <a href="#">notes</a> about diseases and answer the <a href="#">questions</a> .
LITERACY	<b>STUDENT OPINION: NO TEST, NO STRESS</b> Read the <a href="#">article</a> . Keep this article handy! You will need it for the next few days and in the next couple of weeks.

# Text Structure

Text Structure is the way that an author organizes a text so that readers can understand the information. Some common types are **compare/contrast, cause and effect, description, problem and solution and sequence.**



The above video introduces you to the 5 text structures. If you can click on the link, here the web address. [https://www.youtube.com/watch?v=7kWGQ-\\_ipBY](https://www.youtube.com/watch?v=7kWGQ-_ipBY)

Box 1: Click on the link. Fill out your information. Hit submit. Then, answer the Box 1 question.

<https://forms.gle/GjCfKEzxFRdsfqYH7>

Today, we are looking at sequence:

<b>Structure</b>	<b>Definition</b>	<b>Used</b>	<b>Signal Words</b>
Sequence	Order in which things happen.	History, social studies, discussing historical events	First, next, soon. Also look for dates and timelines.
Description			
Cause and Effect			
Compare and Contrast			
Problem and Solution			

Box 2: Click on the link below and answer the Box 2 questions.

[Text Structure/Sequence Form](#)

## “The Heart of a Champion”

Can you guess where Muhammad Ali was born and raised?

Was Muhammad Ali born with the name Muhammad Ali?

Let's read the article and find out. Pay attention to the order the writer presents Ali's life events. Article is linked below.

[https://drive.google.com/open?id=1v8A6kDAQxuN\\_\\_GGKqKwxJU-07b-fYAcM](https://drive.google.com/open?id=1v8A6kDAQxuN__GGKqKwxJU-07b-fYAcM)

Box 4: Click on the link below and answer the questions. Submit the form when you are done.

[Text Structure/Sequence Form](#)

Box 1: Bellringer

Text Structures

The 5 Types of Text Structure



## Box 1 Question

After watching the video, check the five text structures used in nonfiction reading. \* 0 points

- Chronological
- Cause and Effect
- Compare and Contrast
- Description
- Fact and Opinon
- Problem and Solution
- Sequence
- Other:



# Box 2 Question

Box 2: What is the sequence text structure?

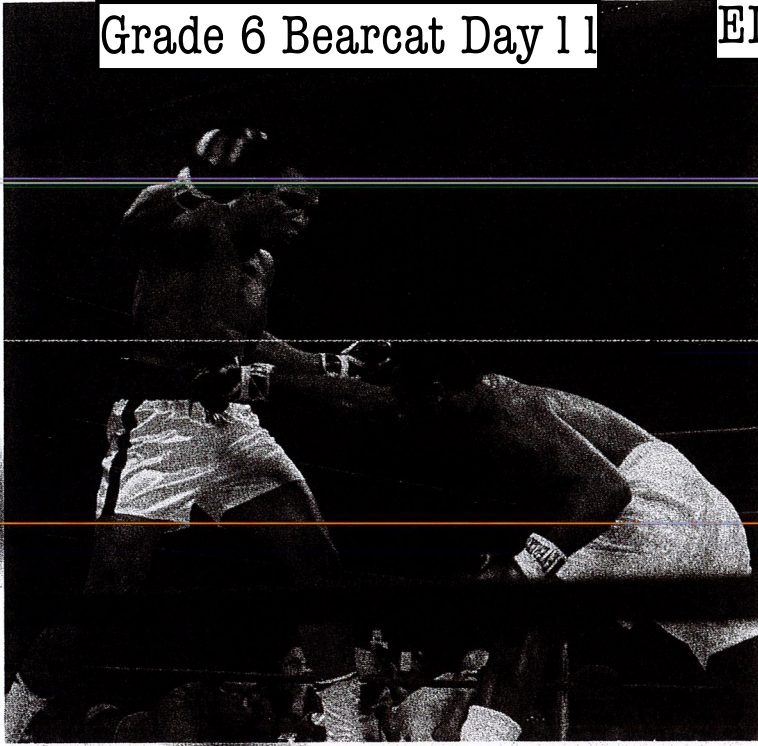
When would a writer choose the sequence text structure? \*

0 points

- To inform where the zebra lives.
- To inform people about what happens to the brain when they don't sleep.
- To inform people of the events leading up to corona virus pandemic.
- To inform people of how the corona virus is different from the flu.
- Other:







# Heart

by F. Romall Smalls

MUHAMMAD ALI'S MUSEUM  
HOPES TO INSPIRE KIDS TO  
FOLLOW THEIR DREAMS

**W**hen he was a boy, Muhammad Ali, the international icon and former boxing champ, always believed in himself—even when others did not.

With the opening of the Ali Center in his hometown of Louisville, Kentucky, Ali hopes to inspire people, both young and old, to believe in

themselves and follow their dreams, too.

"No one should allow others to determine who they are or their potential for greatness," Ali says. "All of us are born with the potential for greatness."

### Early Challenges

Born Cassius Marcellus Clay, Jr., in Louisville on

January 17, 1942, Ali grew up in the segregated South. This meant that there were separate rules for blacks and for whites. Blacks and whites attended separate schools, drank from separate water fountains, and used separate bathrooms.

"I can't say that where I grew up was as bad as other places," Ali told *Scholastic*

### ALI TIMELINE

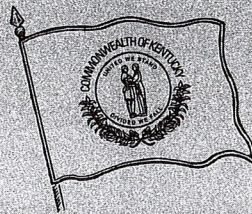
People are shaped by the times in which they live. Muhammad Ali grew up in a segregated nation and became an adult during the civil rights era. This timeline lists key events in Ali's life.

Teaching Text Structures © 2007 by Dymock & Nicholson, Scholastic, 34

**January 17, 1942**—Born Cassius Marcellus Clay, Jr., in Louisville, Kentucky.

**1960**—Cassius Clay wins the light-heavyweight gold medal at the Summer Olympics in Rome, Italy.

**1964**—Clay wins his first world heavy-weight championship. He becomes friends with Malcolm X, joins the Nation of Islam, and announces that he has changed his name to Muhammad Ali.



# of a Champion

News, "but segregation still had a chilling effect on me as a young black boy. I found out at an early age that not all people were treated equally in America."

The young Ali also struggled at school. He suffered from dyslexia, a condition that makes it difficult to read. "No one knew about dyslexia then," Ali says. "I didn't enjoy school because I could never seem to do well in my classes. So I chose boxing as my vehicle for greatness."

## Entering the Ring

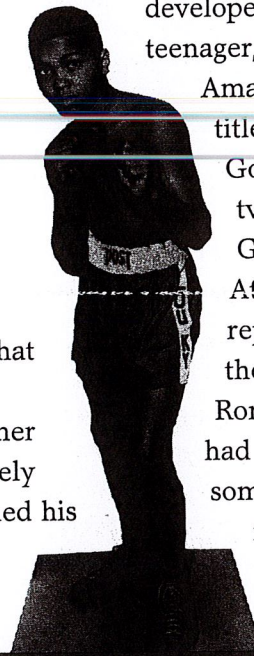
As an adult in the boxing ring, Ali was a 6-foot-3-inch powerhouse, but as a kid, he was awkward and skinny.

When he was 12, Ali's bike was stolen. Devastated, he told police about his stolen bike and said that he wanted to beat up the thief. A police officer suggested that Ali redirect his anger at a boxing bag at the local gym, which had a youth boxing program. Ali took up the offer. Back then, other boys often out-matched Ali in the ring. But there was one thing about Ali that made him noticeably different from the other boys. Ali was extremely **dedicated**. He pursued his dream of becoming

a great boxer with great determination and eventually started training in the gym six days a week.

## Becoming a Champion

Ali's talents as a boxer developed quickly. As a teenager, he won two national Amateur Athletic Union titles, six Kentucky Golden Gloves, and two national Golden Gloves championships. At the age of 18, Ali represented the U.S. at the Olympic Games in Rome, Italy. There, he had to compete against some of the best amateur fighters from around the world.



**1967**—Protests over the Vietnam War occur throughout the U.S. Ali refuses to join the U.S. Army due to his religious beliefs. He is stripped of his title, fined \$10,000, and sentenced to five years in jail.

He remains free on appeal. The conviction is overturned in 1970.

**1974**—Ali regains the heavyweight title in the "Rumble in the Jungle" boxing match in Zaire.

**1981**—Ali retires from boxing with an overall record of 56 wins and 5 losses.

**1996**—Ali lights the Olympic flames at the Summer Games in Atlanta, Georgia.

**2005**—The Ali Center opens in his hometown of Louisville, Kentucky.



ELA

Getting to Rome was not easy—not only because of the tough competition, but because Ali was afraid to fly in an airplane. He overcame his fear and brought home a gold medal in the 178-pound light-heavyweight division in 1960. Within a few months of winning the gold, Ali decided to become a professional boxer. He went on to become the heavyweight boxing champion of the world, a title he would hold for more than 10 years.

**Believing in Yourself**

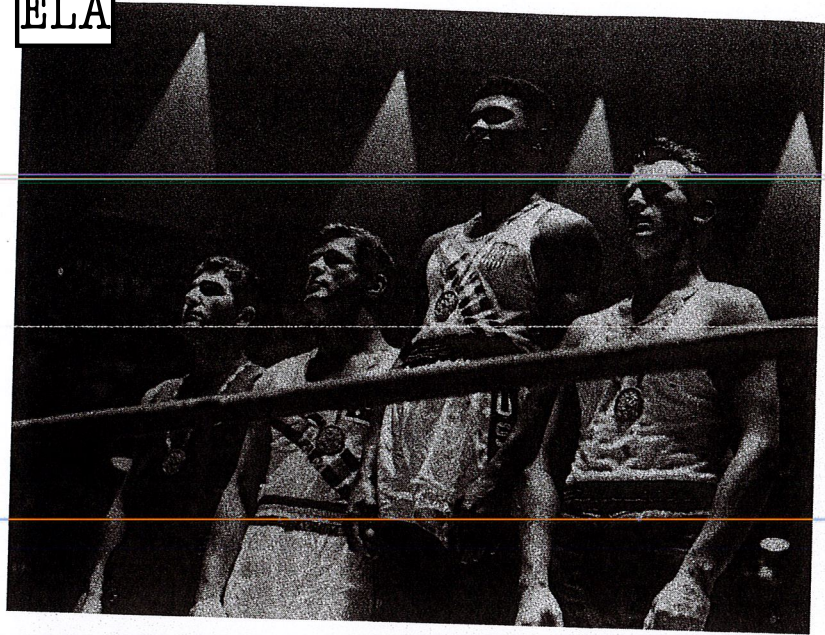
As a fighter, Ali was as well known for his quick wit outside the ring as he was for his quick moves in the ring. He often referred to himself as "The Greatest," a nickname he gave himself when he was just a kid because he believed in his heart that he could become the best at anything he wanted to do, even if others thought little of him.

Ali also believed in doing what he thought was right,

**word wise**

**icon:** [EYE-kon] noun. An idol; a person or object of uncritical devotion.

**dedicate:** [DED-uh-kate] verb. To give a lot of time and energy to something.



even if it was not popular with others.

When he was a young man, he decided to convert to Islam and change his name from Cassius Clay to Muhammad Ali. This decision caused a major controversy. Ali was even sentenced to jail and stripped of his world championship boxing title when he refused to be drafted to fight in the Vietnam War because of his religious beliefs.

"Taking the stands I took as a young man made me famous all over the world because there were national consequences to my decisions, but it was a price I was willing to pay to do what I knew to be right," Ali explains.

**A New Day**

Today, Ali is not as fast as he used to be when he was a

world-class boxer. The champ suffers from Parkinson's disease, which causes people to tremble uncontrollably and slows their speech. But he remains dedicated to helping others.

The Ali Center, which opened November 21, 2005, features videos, newsreel footage, and photos of Ali and historical events. Ali hopes to inspire kids today to be willing to stand up for what they believe in, and to make good choices that will bring them success in their own lives.

**Back to You**

Have you ever stood up for your beliefs, no matter the cost? If so, which beliefs, and why?

Heart of a Champion

Read the passage and answer the following questions.

Which of the following sequence clues are used in this passage? \*

3 points

- When
- Dates
- First
- Timeline
- Finally
- Other:

Create a timeline of events in Muhammad Ali's life. Start with his birthday. Your timeline should include 8 events in the order they occurred in his life. \*

Your answer

Identify what words are most frequently used as transitions words in a sequence text structure.

- First
- In other words
- Second
- Compared to
- Similarly
- However
- Finally
- Then
- Other:



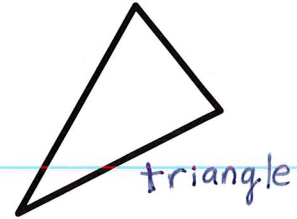
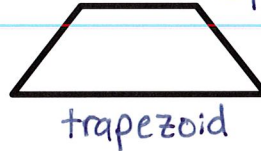
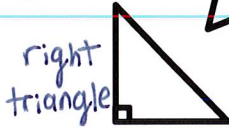
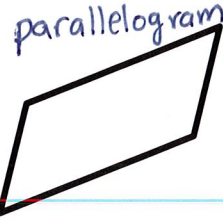
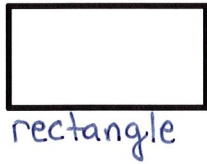
# Grade 6 Bearcat Day 11

Unit: Geometry  
Student Handout 1

Name Bearcat Day 11 Notes P1 of 3  
Date March 30, 2020 Pd \_\_\_\_\_

## WHAT IS AREA?

Name each shape below, and determine what characteristics they have in common.



Area is the surface measurement of a two-dimensional figure.

Brainstorm at least three real life examples of area. Look around the room to help you.

## AREA OF RECTANGLES

Count the dimensions of each of the rectangles below. Then, count the number of squares inside each rectangle.

RECTANGLE 1	RECTANGLE 2	RECTANGLE 3
L = 5	L = 9	L = 4
W = 7	W = 6	W = 4
TOTAL SQUARES = $5 \cdot 7 = 35$	TOTAL SQUARES = $9 \cdot 6 = 54$	TOTAL SQUARES = $4 \cdot 4 = 16$

What pattern do you notice in the rectangles above?

The length and width multiplied together is equal to the total number of squares.

# Grade 6 Bearcat Day 11

Describe how this pattern could be applied to the picture to the right.

Then, find the area.

The height of the door times the width is equal to the size of the door.  
 $8 \cdot 3 = 24 \text{ ft.}^2$



The dimensions of a parallelogram can also be referred to as the base and height.

## AREA OF PARALLELOGRAMS

Count the dimensions of each of the figures below. Then, count the number of squares inside each figure.

RECTANGLE 1	PARALLELOGRAM 1	PARALLELOGRAM 2
<b>B = 6</b>	<b>B = 6</b>	<b>B = 9cm</b>
<b>W = 4</b>	<b>W = 4</b>	<b>W = 7cm</b>
<b>TOTAL SQUARES = <math>6 \cdot 4 = 24</math></b>	<b>TOTAL SQUARES = <math>6 \cdot 4 = 24</math></b>	<b>AREA = <math>9 \cdot 7 = 63 \text{ cm}^2</math></b>

Describe how the area of a rectangle and the area of a parallelogram with the same dimensions are related.

Both the rectangle and the parallelogram have the same area - which means they follow the same process for finding area.

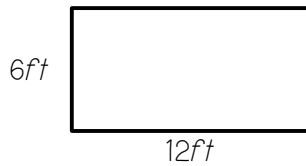
$$A = b \cdot h \quad \text{or} \quad A = l \cdot w$$

Summarize today's lesson:

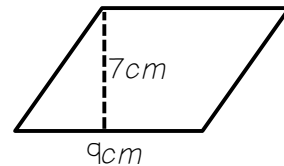
## WHAT IS AREA?

Solve the problems below. Be sure to show your work. Figures are not drawn to scale.

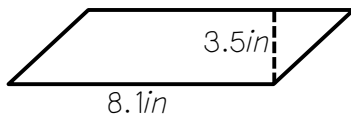
1. Find the area of the rectangle.



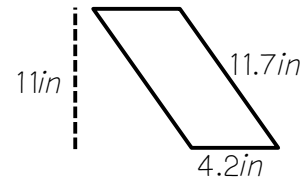
2. Find the area of the parallelogram.



3. Calculate the area of the parallelogram.



4. Determine which measurement is not necessary in the figure below. Then, find the area.



5. A broken rectangular shaped window is being replaced. It measures 24 inches by 18 inches. How many square inches of glass are needed to repair the window? Draw a picture to help.



## LESSON 2: BUILDING ON THE BASICS

## KEY CONCEPTS

solar energy ✓

wind ✓

water cycle ✓

evaporation

condensation

precipitation

weather

climate

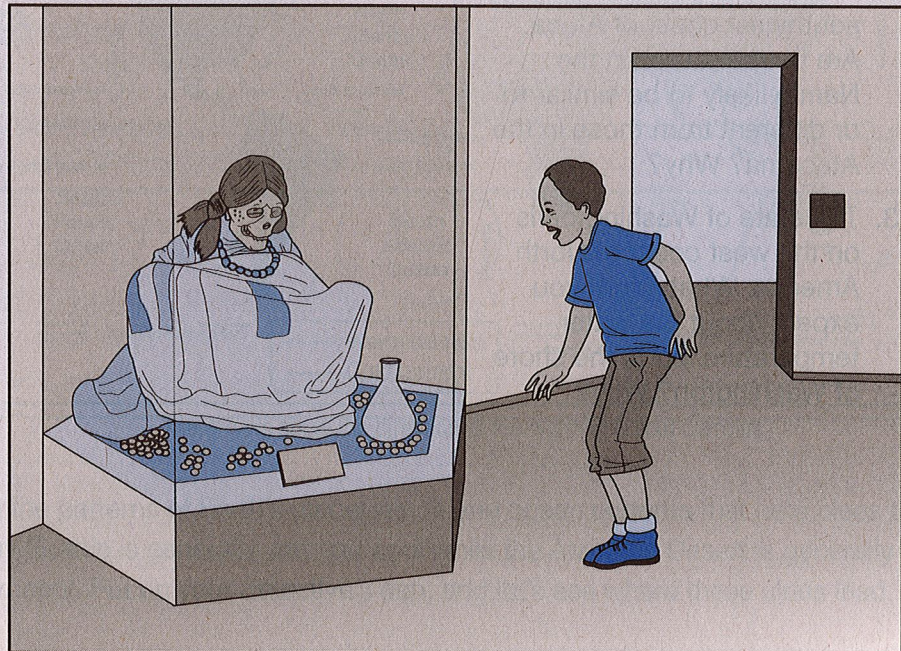


## THINK LIKE A SCIENTIST

As you travel through the Atacama Desert, you learn that people have been living there for thousands of years. You visit a museum that displays the recreation of an ancient burial ground. The display includes an 800-year-old mummy.

The museum guide tells you that the bodies of people who lived, died, and were buried in the desert even thousands of years ago have never decayed completely. They became dried and preserved in the bone-dry Atacama sand!

You already know why the climate is so cool here. But why is it so dry?



## Global Winds and Precipitation

The simple answer to your question is that the Atacama Desert is so dry because almost no rain falls there. As a matter of fact, on average only 0.01 cm of rain falls on this desert every year. That's about the thickness of a single sheet of paper. And in some places, rain hasn't fallen for more than 400 years! But why does so little rain fall on the Atacama Desert?

Before you can tackle this question, you need to refresh your memory about the processes that make rain. Rain comes from clouds, of course. But how does all that water get up there? You can find the answer by studying the water cycle. The **water cycle** is the path that water takes as it moves from Earth's surface to the atmosphere and back to Earth's surface again.

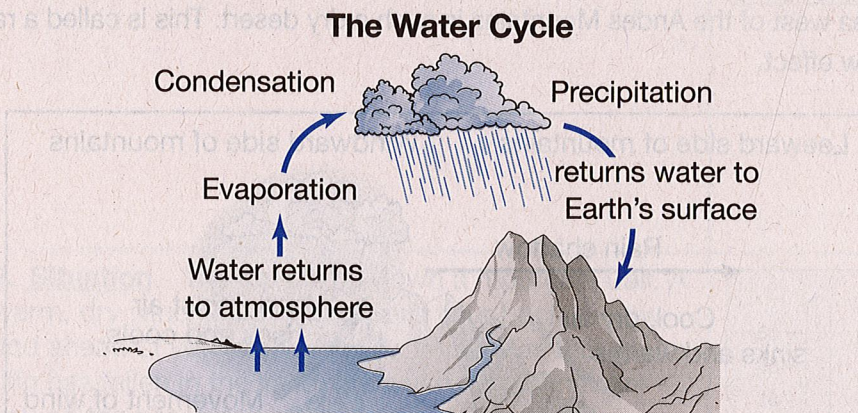
All matter, including water, can be in a solid, liquid, or gaseous state. When a puddle of water vanishes, where has the liquid water gone? It has evaporated into the air. Evaporated water is a gas. It's called water vapor. When the puddle evaporates, water has changed from its liquid state to its gaseous state.

**Evaporation** is the process by which solar energy changes liquid water into water vapor. Evaporation is one stage in the water cycle.

As the water vapor rises, it begins to cool. When it cools enough, it changes state again. It becomes very tiny drops of liquid. These tiny drops are what clouds are made of. This part of the water cycle is called condensation.

**Condensation** is a change of state from a gas to a liquid. Condensation is another stage in the water cycle.

Still another stage in the water cycle is precipitation. You have seen precipitation in the form of rain, snow, hail, or sleet. Any type of liquid or solid water that falls to Earth's surface is called **precipitation**.



The Pacific Ocean has plenty of water to feed the water cycle, and the ocean is right next to the Atacama Desert. Still, very little precipitation falls on the Atacama Desert. Why? Global winds and towering mountains hold the answer.

## KEY CONCEPTS

solar energy ✓

wind ✓

water cycle ✓

evaporation ✓

condensation ✓

precipitation ✓

weather

climate

KEY CONCEPTS

solar energy ✓

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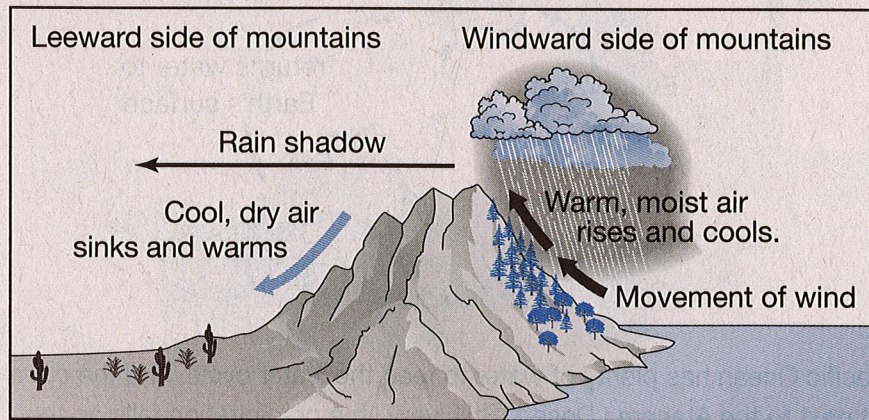
climate

The Atacama Desert is located in a place where global winds blow east to west. The air in these winds picks up lots of water over the Atlantic Ocean. Yet when this air gets to the Atacama Desert, there is almost no water in it. Where has the water gone? Here's where mountains play a role.

To the east of the Atacama Desert lies a huge chain of very tall mountains, the Andes. Air carrying moisture from the east runs into these mountains before it can reach the desert on the other side. The air is forced to rise up the eastern side of the mountains. If you have ever climbed a mountain, you have noticed that the higher you go, the colder the temperatures get.

As the air rises up the eastern slope of the Andes, it cools. This causes the water vapor in the air to condense. Clouds form. And then precipitation falls on the eastern slope. Lots of it.

By the time the air reaches the west side of Andes, almost all the water it once carried is gone. There is none left to fall on the desert. And that's why the area west of the Andes Mountains is such a dry desert. This is called a rain shadow effect.

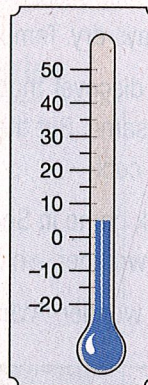


The windward side of a mountain range is the side from which the wind is blowing. The leeward side is the side to which the wind is blowing. The windward side tends to be wetter than the leeward side.



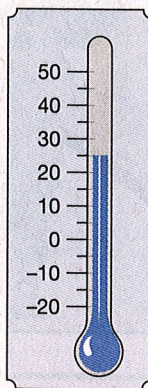
Below are two situations and a thermometer showing the temperature of each area described. In the space provided, use the information to describe the weather you would be experiencing. Explain why you came to your conclusions.

**1. Situation** You are standing on a mountainside. The wind is blowing upward toward you from below. Water vapor in the air is cooling, condensing, and precipitating above you. Are you on the windward or the leeward side of the mountain? What is the weather like?



Weather

**2. Situation** You are hiking down a mountain trail. A warm, dry wind is blowing toward your back. Below and ahead of you is a dry valley. It looks as though no rain has fallen in the valley for a very long time. Are you on the windward or the leeward side of the mountain? What is the weather like?



Weather

INQUIRY SKILLS

interpreting data ✓

drawing conclusions ✓

# Plebeians and Patricians

Roman citizens were divided up into two distinct classes: the plebeians and the patricians. The patricians were the wealthy upper class people. Everyone else was considered a plebeian.

## Patricians

The patricians were the ruling class of the early Roman Empire. Only certain families were part of the patrician class and you had to be born a patrician. The patricians were only a small percentage of the Roman population, but they held all the power.

## Plebeians

All the other citizens of Rome were Plebeians. Plebeians were the farmers, craftsmen, laborers, and soldiers of Rome.

## In Early Rome

In the early stages of Rome, the plebeians had few rights. All of the government and religious positions were held by patricians. The patricians made the laws, owned the lands, and were the generals over the army. Plebeians couldn't hold public office and were not even allowed to marry patricians.

## The Plebeians Revolt

Starting around 494 BC, the plebeians began to fight against the rule of the patricians. This struggle is called the "Conflict of the Orders." Over the course of around 200 years the plebeians gained more rights. They protested by going on strike. They would leave the city for a while, refuse to work, or even refuse to fight in the army. Eventually, the plebeians gained a number of rights including the right to run for office and marry patricians.

## The Law of the Twelve Tables

One of the first concessions that the plebeians got from the patricians was the Law of the Twelve Tables. The Twelve Tables were laws that were posted in the public for all to

see. They protected some basic rights of all Roman citizens regardless of their social class.

### **Plebeian Officers**

Eventually the plebeians were allowed to elect their own government officials. They elected "tribunes" who represented the plebeians and fought for their rights. They had the power to veto new laws from the Roman senate.

### **Plebeian Nobles**

As time went on, there became few legal differences between the plebeians and the patricians. The plebeians could be elected to the senate and even be consuls. Plebeians and patricians could also get married. Wealthy plebeians became part of the Roman nobility. However, despite changes in the laws, the patricians always held a majority of the wealth and power in Ancient Rome.

### **Interesting Facts About Plebeians and Patricians**

- A third social class in Roman society was the slaves. Around one third of the people living in Rome were slaves.
- One of Rome's most famous senators, Cicero, was a plebeian. Because he was the first of his family to be elected to the senate, he was called a "New Man."
- In general, plebeians and patricians did not mix socially.
- Julius Caesar was a patrician, but he was sometimes considered a champion of the common people.
- The Plebeian Council was led by the elected tribunes. Many new laws were passed by the Plebeian Council because the procedures were simpler than in the senate. The Plebeian Council lost its power with the fall of the Roman Republic.
- Freshmen students in the United States military academies are nicknamed "plebs."
- Some of the most famous patrician families include Julia (Julius Caesar), Cornelia, Claudia, Fabia, and Valeria.

## Ancient Rome - Plebeians and Patricians

1. To what group did the wealthy upper class of Ancient Rome belong to?
  - a. Plebeians
  - b. Patricians
  - c. All of the above
  - d. None of the above
  
2. Who were included in the plebeians?
  - a. Anyone not a Patrician
  - b. The common people of Rome
  - c. Farmers
  - d. Craftsmen, laborers, and soldiers
  - e. All of the above
  
3. How did you become a patrician in Ancient Rome?
  - a. By making a lot of money
  - b. By being born into a patrician family
  - c. By doing good in the community
  - d. By getting elected to public office
  - e. By paying dues and joining the patrician club
  
4. What early laws protected the basic rights of all Roman citizens regardless of class?
  - a. Bill of Rights
  - b. Magna Carta
  - c. Roman Constitution
  - d. Law of the Twelve Tables
  - e. Code of Caesar
  
5. True or False: In the latter stages of the Roman Empire there were few legal differences between the plebeians and the patricians.
  - a. TRUE
  - b. FALSE

6. How did the plebeians revolt against the patricians in early Rome?

- a. They left the city
- b. They refused to work
- c. They refused to fight in battle
- d. All of the above
- e. None of the above

7. Which of the following is true about the rights of plebeians in early Rome?

- a. They could hold public office
- b. They could not marry a patrician
- c. They could own land
- d. They could become generals in the army
- e. They could be priests in the temples

8. What were the public officials elected by the plebeians called?

- a. Consuls
- b. Senators
- c. Tribunes
- d. Censors
- e. Aediles

9. What was the lowest social class in Ancient Rome?

- a. Patricians
- b. Plebeians
- c. Slaves
- d.
- e.

10. What famous Roman Senator was a plebeian?

- a. Julius Caesar
- b. Cornelius
- c. Claudius
- d. Cicero
- e. Fabius



# Disease

A disorder of structure or function that can affect plants, animals, and humans. It may affect the entire body or a specific location.

## Communicable vs Non Communicable Diseases

Communicable Disease - Communicable diseases are diseases that can be spread from person to person, object to person, or animal to person.

Communicable Diseases are caused by pathogens. Pathogens are things like bacteria, viruses, and fungi.

Non Communicable Diseases - Non communicable diseases are diseases that can't be spread from one person to another. They are not caused by pathogens.

Non Communicable Diseases can be caused by behaviors such as smoking, drug abuse, or unhealthy diet. They can also be caused by family history or pollution in your environment.

After viewing the slides about “disease”, determine which diseases would be communicable or non communicable.

Beside each disease listed, write either communicable or non communicable beside it.

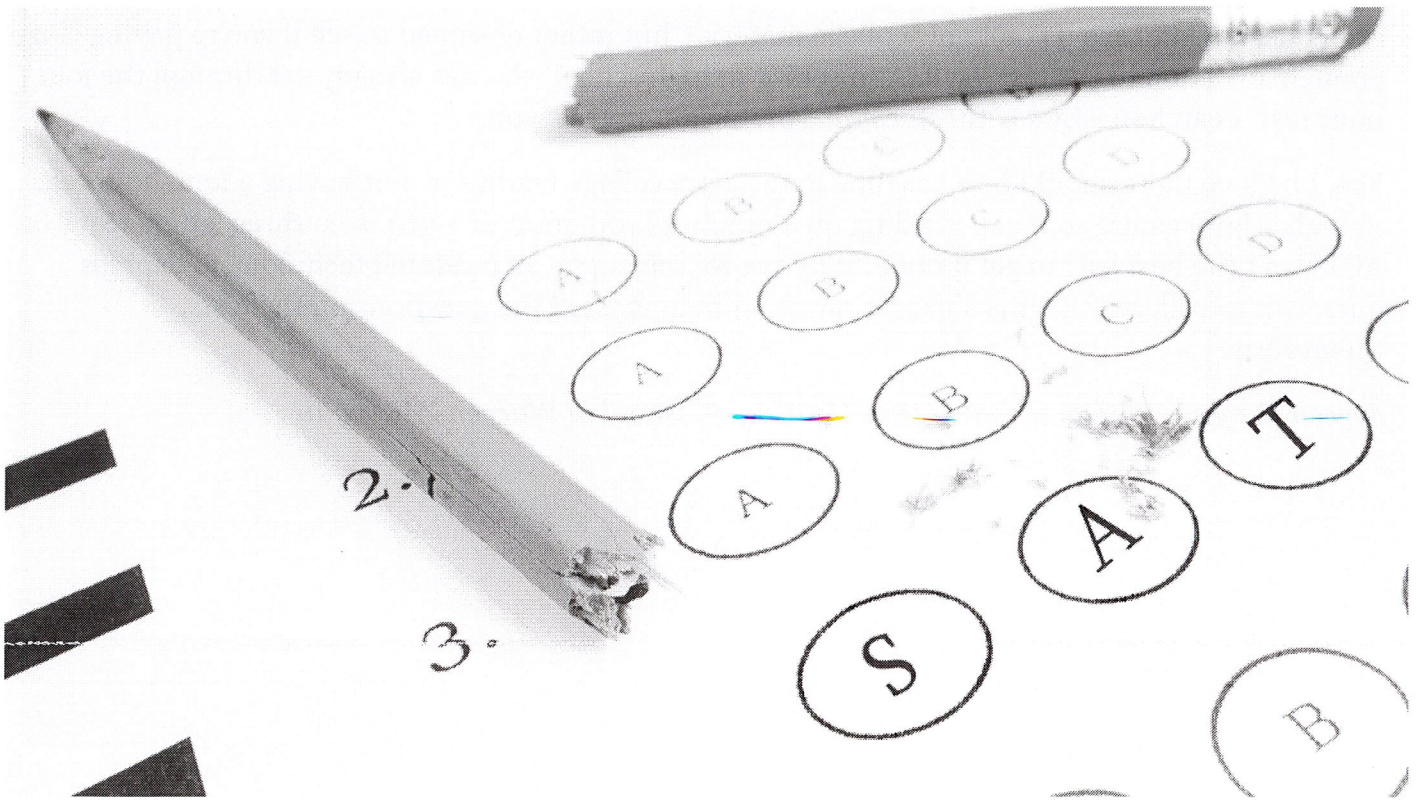
1. Corona Virus
2. Lung Cancer
3. Influenza (the flu)
4. Alzheimer's Disease (This disease affects the mind of the elderly)
5. Type 2 Diabetes
6. Strep Throat
7. Poison Ivy
8. Cardiovascular Disease
9. Mononucleosis (Mono)
10. Skin Cancer

## Student Opinion: No test, no stress

By Jerren Hayes on 03.12.20

Word Count **462**

Level **MAX**



Are standardized tests like the ACT and SAT worth the stress? Photo: Shutterstock

Six simple letters may be the most important letters you will ever come across. What are those letters? SAT and ACT! These acronyms can strike nervousness and even dread into students across the country. The SAT and ACT are standardized tests.

Most universities and colleges rely on students' performance on these tests to make admissions decisions. The SAT and ACT could very well be the most important tests of one's life. These test results can determine where students will go to school and how much scholarship money they will receive.

This method for college admissions is widely known and used. Unfortunately, it is also obsolete and ineffective. The SAT and ACT are supposed to measure your readiness for college material, but they don't measure your ability as a student.

The SAT/ACT does not measure effort as a student. College admissions officers use the test to get a vague idea of how well you'll do in college on the things presented to you, but it does not show your ability to take notes, listen in class, engage with ideas and information, and actually try your best. You can get straight A's and ace every test you've ever taken and still get a low score on the

SAT/ACT. Your lower score on the SAT does not mean you're a poor student; it may just mean you are a poor test-taker in high-stress situations. Likewise, a good score doesn't necessarily mean you're a great student.

The SAT/ACT puts an unhealthy amount of stress on students. These tests can be a huge factor in one's life. There is immense pressure not to blow your chance at a good life. The threat of not getting into the right college is always a looming thought.

Taking one test as a 15 or 16 year old and knowing it may be a determining factor in your life can make even the calmest of people sweat. This stress is made worse when you realize that the exams aren't designed to see if you know college material, but rather designed to see if you're paying close enough attention to the test itself. As a senior in high school who has already sat through the four-hour test, I can honestly say the questions are meant to trick you.

Yes, I believe there should be a baseline to measure college readiness, but having a four-hour test in high school where so much is riding on a number (400-1600 or 1-36) from three letters (SAT or ACT) isn't the best way to get it done. Why are we relying on an outdated technique to express ourselves to colleges? This is a harder question than most of the questions on the tests, themselves!

*Jerren Hayes is a high-school senior. He attends school in Warren, Michigan.*