Hello Mt. Baker Sixth Graders and Families,

In this packet you will find materials designed for practice, review and some new learning opportunities to keep your minds sharp. Your 6th grade teachers have worked together to compile meaningful tasks. These packets are not intended to be a source of additional stress or anxiety. They are designed to reflect sixth grade spring learning.

Below is a table of contents with suggested times spent on each task. This is not rigid. Please decide what works best for you and your family. We have attached a blank schedule as well, so you can create your own calendar.

Complete as much of this packet as you can using the skills & strategies you have learned this year. However, we know that some tasks might feel too challenging or might require some additional guidance. Your families may not be able to help with all of the work. That's okay! Do what you can, then use other resources. Reach out to your teacher, watch a video on Math Antics, find the skill in Khan Academy--whatever helps you to do your best!

Above all, know that we are here to help. Your sixth grade teaching team is looking forward to connecting with you and supporting your work on these tasks, as well as any other tasks you choose to work on. We will be reaching you by phone, email, or other means. We will also be sharing materials via Google Classroom, and will use that as a way to provide extra tools and additional support.

Thank you,
Your Sixth Grade Team

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<table>
<thead>
<tr>
<th>Subject</th>
<th>Tasks</th>
<th>Approximate Time Spent per Work Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Skills Practice</td>
<td>30 mins.</td>
</tr>
<tr>
<td>Reading</td>
<td>“Stopping for Olympic Gold” - Nonfiction article with comprehension questions</td>
<td>30 mins.</td>
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</tbody>
</table>
| Writing               | Journal Prompts (5)  
Grammar Practice - Commas  
20 mins.  
30-60 mins. |
| Science               | Self-Guided Trees Lesson with extension activities                | 60-90 mins. for whole activity         |
| Social Studies        | Ancient Mesopotamia: Two Reading Passages with Comprehension Questions | 30 mins.                               |
| Art or Other Enrichment Activity | Five Art Ideas for Home with Instructions  
List of Other Activity Ideas - Send us your ideas too! | No suggestion - Use the time you need! |
Using your blank calendar, fill in spaces which you know and can anticipate what you’ll be doing for that hour - for instance, lunchtime, naptime, outdoor play time, game time, independent reading time.

Read through your entire packet with your parents and choose which activities you are willing to try. Next, consider the links you’ve received from your teachers and the district and how much time you might spend on those. Use the suggested amounts of time on the cover sheet for each respective subject to help you structure your schedule. If you really want to be creative, make your own calendar and decorate it to make it meaningful for you.

This calendar is not meant to be followed strictly, but more as a guideline to help you structure your day - and to really consider how you are spending your time. We are in an unfamiliar time right now and experts agree that having a schedule can really help deal with the uncertainty of what each new day brings.

Keep in mind that you may start reading a book and get fully involved with it and your reading time might spill over into math time. You may find that you get fully involved with an art activity and spend half the day creating really cool presents for everyone in your neighborhood and have no time for anything else. It’s all good. We, as your teachers, hope that you are taking advantage of having “extra” time to delve into hobbies, activities, learning and exploring some new passions.

As Winnie the Pooh said, “A grand adventure is about to begin.....”

Mrs. DeMoney, Mrs. Cunningham, Mrs. Leigh, Mrs. Lindsay, Miss Hagen - Mount Baker’s sixth grade teaching team!!
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8:00 - 9:00</td>
<td>10:00 - 11:00</td>
<td>11:00 - 12:00</td>
<td>12:00 - 1:00</td>
<td>1:00 - 2:00</td>
</tr>
<tr>
<td>2:00 - 3:00</td>
<td>3:00 - 4:00</td>
<td>Other Time</td>
<td></td>
<td></td>
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</tbody>
</table>
Login Instructions for Everything in Grade 6

*Student email (Gmail), Google Classroom, and Google Drive can all be accessed by logging into Google.*

Log into Google

1. Open a browser window (Chrome, Safari, Firefox, etc.)
2. Go to www.google.com
3. Click the blue “Sign In” button on the top right corner of the screen.
   a. Your login name is your student email address:
      i. Firstname.lastname@student.mtbaker.wednet.edu
      ii. Example: brian.regan@student.mtbaker.wednet.edu
   b. Your password is: firstnameinitial.lastnameinitial.lunchnumber!exclamationpoint
      i. Example: br60942!

Log into Your Student Email: Once signed into Google, you can access email by clicking on “Gmail” on the top right corner of the screen. If it’s not there, click on “The Waffle” (the 9 small squares on the top right corner)

Log into Google Classroom: Once signed into Google, click on The Waffle and look for Classroom.

Log into Google Drive: Once signed into Google, click on The Waffle to find your Google Drive.

Log Into Imagine Learning (Math and Language/Literacy)

1. Open a browser window.
2. Search “Imagine Learning” or type in https://www.imaginelearning.com/login
3. Be sure to click on “Student” on the log in window.
   a. Login: firstname.lastname
   b. Passcode: student lunch number

Log Into Prodigy

1. Open a browser window.
2. Search “Prodigy” or type in play.prodigygame.com
3. Each student’s login and password were computer generated, and therefore there is no commonality. An email was sent to each student’s email address with their information.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>There is $3/4$ of a pizza leftover from the night before. How many $1/8$ portions are there?</td>
<td>Find the quotient.</td>
<td>Jada has $7/8$ cup of cheese. Her cheese bread recipe calls for $1/6$ cup of cheese. How many times can she make her recipe with the cheese she has?</td>
<td>Find the quotient.</td>
</tr>
<tr>
<td>$\frac{3}{12} \div \frac{6}{12} = \frac{1}{2}$</td>
<td>Three students earned $48.76$ at the bake sale. The students split the earnings evenly, how much did each student receive?</td>
<td>Find the quotient.</td>
<td>Sammy is conducting a science experiment where he has to mix $8.25$ ounces of vinegar and $4.30$ ounces of lemon juice. How many ounces will he mix altogether?</td>
</tr>
<tr>
<td>Find the quotient.</td>
<td>$99 \div 9,801$</td>
<td>Find the quotient.</td>
<td>$\frac{4}{1} \div \frac{1}{5} = \frac{20}{1}$</td>
</tr>
<tr>
<td>$13 \div 1,690$</td>
<td>Find the different.</td>
<td>Find the product.</td>
<td>Find the sum.</td>
</tr>
<tr>
<td>$78.89 \div 42.1$</td>
<td>$485.9 \times 0.37$</td>
<td>$33,123.9 + 795.45$</td>
<td>$7.984 \div 1.99$</td>
</tr>
<tr>
<td>What is the LCM of $5$ and $10$?</td>
<td>Use the Distributive Property to express $16 + 48$</td>
<td>What is the GCF of $56$ and $21$?</td>
<td>Luis purchased $24$ purple plants and $8$ pink plants. He wants to plant them in equal groups in his garden. What is the largest number of groups he can make?</td>
</tr>
<tr>
<td>Find the missing number of each unit rate.</td>
<td>Katelyn made $4$ dresses with $7$ yards of fabric. How many yards did she use on one dress?</td>
<td>Find the missing number of each unit rate.</td>
<td>It takes Zoe $12.5$ minutes to swim $20$ laps around the pool. What is Zoe’s unit rate?</td>
</tr>
<tr>
<td>$\frac{24}{4} \div \frac{40}{5} = \frac{1}{1}$</td>
<td>Find the missing number of each unit rate.</td>
<td>$\frac{32}{8} \div \frac{21}{7} = \frac{1}{1}$</td>
<td></td>
</tr>
<tr>
<td>In a crayon box there are $5$ dark colors for every $8$ light colors. If there are $20$ dark colors, how many light colors are there?</td>
<td>Complete the table.</td>
<td>If $2$ pounds of strawberries cost $4.50$, how much would $3$ pounds cost?</td>
<td>Complete the table.</td>
</tr>
<tr>
<td></td>
<td>Adults</td>
<td>Children</td>
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<tr>
<td></td>
<td>$12$</td>
<td>$1$</td>
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<td></td>
<td>$24$</td>
<td>$2$</td>
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<td></td>
<td>$36$</td>
<td>$?$</td>
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<tr>
<td></td>
<td>$48$</td>
<td>$?$</td>
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<tr>
<td>What percent of $96$ is $36$?</td>
<td>Notebooks cost $1.20$ each. This weekend they will be on sale for $0.80$. What percentage is the sale?</td>
<td>What is $62%$ of $25$?</td>
<td>The candy store is having a $30%$ off sale. Emma is going to buy $7.50$ worth of candy. How much will she pay after the discount?</td>
</tr>
<tr>
<td>How many centimeters are in $7$ meters?</td>
<td>Andrea has $18$ yards of fabric. How many $4$-inch pieces can she cut from her original piece?</td>
<td>How many grams are in $8$ kilograms?</td>
<td>A worm travels $1,250$ millimeters. How many meters did the worm travel?</td>
</tr>
<tr>
<td>$\frac{100cm}{1m} = \frac{?}{7m}$</td>
<td></td>
<td>$\frac{1,000g}{1kg} = \frac{?}{8kg}$</td>
<td></td>
</tr>
<tr>
<td>Write the product of $7 \times 7 \times 7 \times 7$ in exponential form.</td>
<td>Simplify.</td>
<td>Evaluate the expression.</td>
<td>Write an expression that equals $24$. Include an exponent.</td>
</tr>
<tr>
<td>$5^3 \times 2.5^2$</td>
<td>$6^3 + 5(8 + \frac{1}{5})$</td>
<td>$24$</td>
<td>$24$</td>
</tr>
</tbody>
</table>
What Ratio Is It?

Instructions: Below you will be asked to find the ratios between various objects in this diagram.

What is the ratio of...

1. Bees to Balloons?
   - 4 : 3 or \( \frac{4}{3} \)

2. Flowers to Apples?

3. Trees to Flowers?

4. Bees to Flowers?

5. Kites to Bees?

6. Balloons to Trees?

7. Kites to Apples?

8. Apples to Bees?

9. Trees to Apples?

10. Kites to Balloons?
Comparing Integers

**Instructions:** Compare these Integers. Write the greater than (>), less than (<) or equal to (=) sign in the circle provided.

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<td>&gt;</td>
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<td>-100</td>
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<td>-101</td>
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</table>
Why was it too hot in the stadium after the game?
2-Step Division Problems (with guides)

Instructions: Divide. Follow the procedure you learned from the video.

Example:

\[
6 \overline{)84} \\
\underline{6} \\
24 \\
\underline{24} \\
0
\]

Put your answer digit right above the digit in the dividend that you are dividing.

You don’t have to put the remainder above if it’s zero, but we did anyway so the guides are complete.

1. \(3 \overline{)69}\)
2. \(6 \overline{)92}\)
3. \(4 \overline{)85}\)
4. \(2 \overline{)75}\)
5. \(5 \overline{)71}\)
6. \(3 \overline{)87}\)
John Woodruff (1915-2007) was an African American track athlete who won a gold medal in the 1936 Summer Olympics. In this informational text, Angie Kay Dilmore discusses John's life and famous race. As you read, take notes on how John achieved victory.

1. The torch is lit and the summer Olympics begin. The year is 1936, Berlin, Germany. Nazi leader Adolf Hitler watches from the stands.

John Woodruff and eight other runners crouch on the track, ready to race. Bang! The starting pistol fires and they're off. John runs behind the leader, waiting to make his move into first. But soon another runner comes up beside him. John is boxed in. If he pushes through the runners, he might be disqualified on a foul. So John does what one sports reporter later calls "the most daring move seen on a track." He comes to a complete stop. After all the other runners pass him, John moves two lanes toward the outside and races from last place toward the finish line. The crowd stands and gasps. Will John win Olympic gold?

Many young athletes dream of competing in the Olympics. They imagine being on the victory stand with a gold medallion around their necks. But not John Woodruff. "I never thought I had that much talent to win a gold medal," he said.

John Woodruff grew up in a poor family in the small town of Connellsville, Pennsylvania. Born in 1915, this grandson of former slaves was the eleventh of twelve children.

5. John had a gift. He ran faster than anyone in town. And it wouldn't take him long to prove it.

In high school, John joined the football team. At the end of each practice, the team ran sprints and laps around the track. The coaches noticed that John ran consistently ahead of the others. He had potential, but John's mother made him quit the team. Practice continued late into the evening, and John didn't have time to do his share of the work around the house. "I had to cut wood and bring in coal. So football had to go. My chores came first," said John.

1. to stop someone from being in a competition
2. Potential (adjective): having or showing the ability to become something in the future
For a short time, John quit school. “This was Depression times. There was very little money in our house,” John remembered. “When I went looking for work, nobody was hiring. So I decided to go back to school.”

It wasn't long before the coach asked John to join the track team. This time, his mother approved. Track practice ended early, allowing plenty of time for chores.

John broke school, county, district, and state records on the track team. And as he ran, he traveled 9 feet with each step, earning him the nickname “Long John.” In 1935, John broke the high-school national mile record with a time of 4:23.4 (four minutes, twenty-three point four seconds).

[10] After his senior year, college seemed to be out of the question. John's family didn't have the money. But thanks to some local businessmen, he received an athletic scholarship to the University of Pittsburgh. With twenty-five cents in his pocket, John left his small town for the big city of Pittsburgh.

In the summer after John's freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country.

The Olympic athletes sailed for Germany on July 15, 1936. They spent over a week crossing the Atlantic on the S.S. Manhattan. “I'd never been so far away from home,” John recalled.

John was a beginner compared to the rest of the Olympic runners. Yet he easily won the 800-meter race by 20 yards in the semifinals. The other athletes had anticipated they'd have to pass John to win in the finals. These more experienced athletes boxed John in with a runner in front and another by his side, blocking him from first place. But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9 (one minute, fifty-two point nine seconds).

Besides taking home a gold medal, each 1936 first-place winner received an oak sapling, a gift from the German government. John said he “proudly brought the tree home” and presented it to Connellsville. The town planted it beside his high-school stadium. According to John, the local newspaper placed “a plaque under the tree so the kids in the neighborhood would know what the tree represented.” Over seventy years later, the tree still towers over the track where John began his career.

[15] John Woodruff lived to the age of ninety-two and was the last surviving gold medalist from the 1936 U.S. Olympic team. In his room, Woodruff had a photo of himself crossing the finish line—a constant reminder that he had beat the odds and accomplished an amazing feat. John remembered, “I was very proud of that achievement and I was very happy — for myself as an individual, for my race, and for my country.”

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3. referring to the Great Depression, when work was difficult to find in America
4. a piece of metal with writing on it, often used as decoration
5. Achievement (noun): a thing done successfully, usually with effort, courage, or skill
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
   A. John was a talented athlete who took his competition by surprise to win the Olympics.
   B. When John arrived at the Olympics, he was treated unfairly because of his race.
   C. Most people wrongly underestimated John at the Olympics because of his age.
   D. John’s athletic scholarship was the result of his hard work and high school state records.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “John is boxed in. If he pushes through the runners, he might be disqualified on a foul.” (Paragraph 2)
   B. “In the summer after John’s freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country.” (Paragraph 11)
   C. “But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9” (Paragraph 13)
   D. “According to John, the local newspaper placed ‘a plaque under the tree so the kids in the neighborhood would know what the tree represented.’” (Paragraph 14)

3. Which of the following describes the organization of the text?
   A. The author describes the races that John competed in, and how his skills steadily improved.
   B. The author describes the obstacles that John faced growing up, and how they made him stronger.
   C. The author describes John’s famous Olympic race, and then goes into detail about how he got there.
   D. The author compares what John expected when he competed in the Olympics with what he experienced.

4. Which of the following describes the author’s purpose in the text?
   A. to emphasize how sports can bring people together
   B. to criticize John’s parents for making him do chores
   C. to highlight the struggles that John faced in school
   D. to describe John’s amazing accomplishments to readers
5. What is the connection between the risk that John took and his Olympic win?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. John Woodruff took a great risk during his Olympic race. Do you think this is an example of bravery? Why or why not? When is it a good idea to take a risk? Describe a time when you took a risk and it paid off.

2. In the text, John Woodruff used hard work to be successful. How do you think John Woodruff was able to achieve his win in the Olympics? How did John work hard throughout his life to become a top athlete? Do you agree that hard work is necessary for success? Discuss other people you know who have become successful through hard work.
Journal Writing

The following includes writing prompts for you to use, or you may choose your own writing prompt. Your job is to write as much as you can, or at least 2 paragraphs about the prompt.

1. We have been away from school since March 11. Describe something you have done since then that you enjoyed. Be specific and use as many descriptive words as possible!
2. You are so lucky!! You have found a magic lamp complete with a genie! You have to make 3 wishes and you can't wish for more wishes. What do you wish for and why? Please give two reasons for each wish.
3. If you could be doing anything you wanted today, what would you do and why? You only have 24 hours, so be inventive, but also think realistically. Make sure to include people you want with you, foods you would eat, places you could visit, games you might play...
4. "Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it." - Michael Jordan

What does this quote mean to you personally? Give an example from your life that connects with MJ's words of wisdom. Is he actually talking about a real wall? What is he talking about?
5. There once was a baby bald eagle named Baxter. He was very curious about the world, but his parents refused to let him leave the nest, then one day............

It's your job to finish the story! What will happen to little Baxter???
Comma Rules

1. use commas between items in a series
2. use commas in numbers
3. use commas in letters (the greeting and closing)
4. use a comma between the day and the year
5. use a comma between a city and a state
6. use a comma in compound sentences
7. use a comma after an introductory word, interruptions and interjections
8. use commas to set off a speaker's words
9. use a comma after an introductory phrase or clause
10. use commas to set off appositives (a word or phrase that renames or explains a noun)
11. use commas to set off explanatory phrases (that add information)
Add commas in the sentence below. On the line, write the rule number:

1. About 12 000 dromedary camels were brought to Australia in the mid 1800s. Now there are about 1 000 000 feral camels. The problem is that these wild camels do nearly $14 000 000 (Aus) worth of damage to the infrastructure. About 25 000 camels are culled each year.

2. He is growing tomatoes cucumbers peppers and peas in his garden.

3. Jane was born March 17 2003.

4. She was born in Omaha Nebraska.

5. The Trail of Tears was the forced relocation and movement of members of the Cherokee Creek Seminole Chickasaw and Chocktaw nations. Many Native Americans suffered from exposure starvation and disease on route to the Indian Territory in Oklahoma.

6. Dear Grandpa

   I can't wait for you to come for a visit. I hope you will bring your fishing pole again!

   Love

   Mike

7. Mr. Johnson my coach made me do twenty push-ups.

8. We hope to visit the museum in Raleigh North Carolina.

9. Hey that's my book!

10. I bought the same shirt in green blue and red.
11. Best known as the author of the Declaration of Independence Thomas Jefferson served on the Continental Congress was a diplomat in Paris served as Secretary of State and became the third President of the United States.

12. After much debate the family decided to go to the movies instead of going bowling.

13. Wow I didn't know that.

14. Like all mammals whales breathe air.

15. Should I pack my sandals rain boots or sneakers for the trip?

16. Mrs. Fields a baker moved her headquarters to Park City Utah.

17. Unlike amphibians reptiles do not lay their eggs in water.

18. The liver which lies below the diaphragm weighs about three pounds. It has over 500 functions.

19. Mom said "Please pick up the toys in the living room."

20. I wanted to quit the race but my friend encouraged me to keep going.
Comma Exercise

Insert commas where they belong:

1. Although I liked what you wrote about caring for your pet rat I have a suggestion you might want to consider.

2. Ever since you asked my opinion about the soccer field battle I’ve been mulling the situation over trying to determine a logical consequence.

3. I don’t usually give unsolicited advice but this seems to me to be a special case.

4. I wouldn’t ordinarily presume to tell you how to behave but I’m concerned.

5. Your suggestion is excellent and I may regret not trying it but I’m going to try something else first.

6. May you live as long as you want, and never want as long as you live!

7. On the occasion of your 16th birthday, we send you our best wishes.

8. As you rightly pointed out a mistake has been made on your report card.

9. I don’t like it when you’re upset with me particularly since it was my fault.

10. If you are unable to make the meeting please let me know as soon as possible.

11. If you would like to discuss your report card I would be happy to do so at a time that is convenient for you.

12. If I can repay the kindness let me know.

13. Despite our last three reminders you have still been coming to school late.

14. In the first sentence refer to the topic of your paper.

15. People who haven’t written a letter in years use e-mail because of its ease directness, and speed.

16. Check for accuracy spelling and punctuation before sending your e-mail.

17. As you are no doubt aware we are sold out.

18. If you require additional support please call the service department.

http://worksheetplace.com®

Score
Essay writing opportunity: Right now, we are all living through an historical event. In 30 years, when a younger person asks you what it was like to live through such an event, what might you tell them?

If you need more space, continue on another paper or write your essay in Google Docs. If you’d like to share your Google Doc essay with your teacher, please do.
The Characteristics of Trees

Trees are usually the tallest of all plants. They grow on one thick stem, which is called a trunk, with many leaves and branches. They grow in almost all kinds of soil and water conditions. Trees are perennials. This means that their life cycle is longer than three years.

Some trees are deciduous and some trees are coniferous. Deciduous trees lose their leaves as the cold season approaches, and they grow new leaves when the warm weather returns. Coniferous trees keep their leaves or needles, and shed only the oldest leaves or needles throughout the year.

Did you know that tree trunks grow a new layer every year? The new layer becomes the outside of its stem. This new layer grows underneath the bark of the tree. The new layer is the part of the stem that brings the food and water from the roots to the leaves.

As each year passes, the stem gets thicker and thicker as new layers are added. If you count a tree’s rings, you can find out how old it is.

Let’s start with CONIFEROUS trees. Read the above passage to find out what coniferous means.

- Visit an area outside - to see if you can find some CONIFEROUS trees.
- Sketch the needles and cones (if you can find any) for as many as you can.
- Use the next page to identify which ones you find.
• **Extension activities**
  
  o Find out more about your tree - this web site has a “dichotomous key” that will enable you to answer questions about your tree and identify it.  
    https://oregonstate.edu/trees/index.html  
  o Find out how your tree usually grows and other facts on this web site  
    http://nativeplantspnw.com/conifers/

• For a quick walk through a BC forest, check out this Youtube from BC, Canada.  
  https://www.youtube.com/watch?v=7hGUiq-BBJc
<table>
<thead>
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<th>Sketch the needles, cones and bark</th>
<th>Tree name</th>
<th>Additional information</th>
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ANCIENT MESOPOTAMIA & THE FERTILE CRESCENT

Mesopotamia is the name of an area where the world's first civilizations developed. Located in what is modern day Iraq, the name Mesopotamia is a Greek word that means, "land between the rivers." The two rivers are the Tigris and Euphrates. Mesopotamia is also part of the fertile crescent, which refers to a crescent-shaped area of land in the Middle East, mainly defined by the Tigris and Euphrates rivers. However, the fertile crescent also includes a small portion of Egypt along the Nile river. This area of the world was the birthplace of civilization, thanks to its fertile soil and other conditions that made it ideal for agriculture and human settlement.

The earliest occupants of Mesopotamia left their nomadic lifestyle to inhabit the area permanently. Prior to settling here, most people were nomads and wandered around from place to place seeking food. However, around 11,000 B.C., people settled in Mesopotamia when they began domesticating animals like sheep and pigs. Soon after, they worked to grow plants like barley, flax, wheat, and lentils. This was the beginning of the end of the hunter-gatherer way of life for humans.

Sumer was the first known civilization in Mesopotamia. It was located in the southern most part of the fertile crescent. This area of Mesopotamia offered access to freshwater from the rivers, but was also home to wetlands. Thanks to the abundance of water, many edible plants grew there naturally. Access to food played a major role in helping Sumerians decide to settle. In this area, they were able to find or create everything they needed to survive.

Over time, many civilizations including the Sumerians flourished in Mesopotamia and the fertile crescent. Some of the other civilizations include the Assyrians, Akkadians and Babylonians. All of these civilizations developed complex societies and technologies.

Today, the fertile crescent is no longer fertile. Large irrigation projects have caused the Tigris and Euphrates rivers to dry up. These projects also caused the wetlands to disappear. Now, the area has turned into a complete desert and blends in with the nearby Arabian desert, which lies to the south.
ANCIENT MESOPOTAMIA & THE FERTILE CRETSCENT

Question 1: What does the word “Mesopotamia” mean? How did Mesopotamia get its name?

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Question 2: Why did the Sumerians settle in Mesopotamia?

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Question 3: What is the fertile crescent like today? Why?

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SUMERIAN LIFE

Sumer was settled in about 4500 BC in the southern area of Mesopotamia. However, the Sumerian society didn’t truly develop until around 3000 BC. Calling themselves the “Sag-giga” or the black-headed ones, the Sumerians built the first human civilization. The fascinating world of the Sumerians included many accomplishments such as creating one of the oldest written languages, impressive architecture, and a governing system.

Sumerians enjoyed living in an area of the world full of natural resources. Taking advantage of the nearby rivers, Sumerians developed complex irrigation systems using levees and canals. Clay, which was abundant in the region, was used for writing and making pottery items. Sumerians are also credited with inventing the wheel. In addition, the Sumerians farmed in order to have enough food to eat.

Sumerians were among the first to build large structures. One of their greatest and most well-known architectural achievements was the building of ziggurats, which were temples. These were pyramid-like structures that were either square or rectangular. These temples began to appear around 2200 B.C. Prior to the ziggurats, Sumerians built other constructions for religious purposes. Many of the buildings included sophisticated, decorative features, such as bronze accents, mosaics, and paintings.

Sumer was not one large city. Instead, it was divided into several city-states. Each city-state consisted in a large city surrounded by a wall. Outside each city, smaller villages developed. However, the city-states shared a similar culture.

The city-state’s existence were tied closely to religion, as each city-state featured a temple dedicated to a god or goddess in the center. The Sumerians were polytheistic and worshipped many gods.

People who lived in Sumer belonged to one of three groups: nobles, commoners, (or craftsmen) and farmers (or slaves). Most people were farmers or slaves. Slaves worked in construction.

The Sumerians may have been the first empire. An empire is a group of states or countries that are all under the same rule. There were many important leaders in Sumer, beginning with Etana of Kish, the first king.
SUMERIAN LIFE

Question 1: What are some of the "firsts" Sumerians achieved?

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Question 2: Describe Sumerian architecture.

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Question 3: What was a Sumerian city-state?

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ART IDEAS - We know supplies may be limited, but hopefully some paper, pencil, crayons, glue stick, scissors and an endless supply of creativity are available. Take a picture of your final project & send it to your teacher.

Possible paper substitutions: grocery bags, wrapping paper, tissue paper, envelopes.

Nature reliefs - A simple “rubbing” of a leaf, bark from a tree, a shell, a pattern on a rock, an engraving in a park or cemetery, netting, lace, gadgets (spoke, sidewall of a tire) ..... anything with texture. Place a piece of paper on top of the object, hold a pencil at an angle to maximize the contact of graphite to paper and gently rub back & forth to create a relief image of the object. You can embellish by making a border, color in with crayons, colored pencils, markers or watercolors to create a unique art piece. An eraser is as much of a tool as any other medium.

Half & Half - Find an old photograph or picture from a magazine of a face or object. Cut the picture in half and glue to a piece of paper leaving enough room for your version of the missing half. Have fun with this - you can try to draw or recreate the image of what’s been cut off or make up something of your own.

TORN PAPER MOSAIC - Using colored paper or paper you’ve colored yourself, or wrapping paper, tissue paper, maybe even fabric - cut or tear into smaller pieces. Glue onto background paper (or cardboard from a cereal box) into a recognizable shape. Maybe an Easter egg, or other recognizable shape.

Egg Carton Flowers - Using each individual egg holder, cut into a unique flower with rounded petals, pointy petals, long petals, short petals and then paint. Glue flattened center to a background (you can create a frame or a wreath with cereal box cardboard). Decorate the centers with buttons, ribbon, Easter grass, sequins, rocks, glitter, etc...

OUTDOOR MOSAIC - Find an area outside where you could do this project and leave it as an art installment until the rain washes it away. Take masking tape or painters tape and criss cross a large area. Make sure to get permission from your parents - walk around your property and find possible canvases. Suggestions: on a wall, driveway, on a fence, on a sidewalk, NOT your house! You can have a border or not. Leave open geometric shapes. Fill in spaces with chalk. Blend colors, make patterns, fill in solid. Pull the masking tape off and viola ~ you have a beautiful mosaic that will live until the rain comes.
This list of activities is intended to be a way to spend meaningful time doing something which you may never have either time or energy to do. Some of these things may require materials which you may not have - but look around and adapt, create some ideas of your own. If you have new ideas which could be shared, please let your teacher know and we can share with the other sixth graders in the land of Mount Baker.

Cook
Bake
  - Based on some food you have (look in the pantry, the cupboard, the freezer) and look up a new recipe which uses that particular food
Sew
Knit
Crochet
Felt
Quilt
  - Take old t-shirts, sweatshirts, gym shorts (with logos) and cut out logos, pictures and create a mosaic of images
Build something with wood
  - Small (a birdhouse)
  - Larger (a fort)
Learn to weld
Create a sculpture with recycled materials
Learn a language
Practice cursive and other fonts
Write a song
Play an instrument
Learn a new card game or board game
Paint a flower pot
Start a garden
Clean a cupboard, a drawer, your bedroom
Rearrange the furniture
Reorganize your bedroom
Interview older family members and learn about your family's history
Teach your dog new tricks
Try a new hairstyle
Write a letter to someone you know living somewhere else
Write a letter to your teacher.
Organize photographs, cards - make a scrapbook
Learn how to say a phrase (appropriate) in many languages