

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Team: \_\_\_\_\_

# NTI Days 21-25

## 6th Grade Gold/Maroon

### April 13-17, 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.

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## 6th Grade Maroon and Gold - NTI Day 21 Checklist

Required Assignments: The following assignments should be completed for NTI Day 21. These assignments are required for all students!

\_\_\_\_\_ MATH - Reading and Making Line Plots

\_\_\_\_\_ ENGLISH LANGUAGE ARTS - **Assignment:** Watch a rated G or PG-13 movie, and complete attached movie guide. Movies must follow the rating requirements. **Suggested Movie Titles** (suggestions only): Aladdin, Lion King, Harry Potter, Willy Wonka & the Chocolate Factory, The Rugrats Movie, A Little Princess, Mary Poppins. **Alternate Assignment:** Read the passage attached & questions, read a short story of your choice, OR use any of the internet links on the back to read a fictional passage. You may choose the movie option above OR do the reading.

\_\_\_\_\_ SOCIAL STUDIES - Read Sections 2.1 and 2.2 about the Peloponnesian War. Complete the Unit 3 Notes handout as you read. You must include at least 2 pieces of information in each box.

\_\_\_\_\_ SCIENCE - Complete your daily Moon Phase Calendar. Read the handout on Moon Phases and the Changing Tides. Complete the Short Answer Quiz on Moon Phases and the Changing Tides.

\_\_\_\_\_ 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

\_\_\_\_\_ Science Kahoot

Moon Phases Kahoot Challenge: Visit [www.Kahoot.it](http://www.Kahoot.it) and use the game code 0775973 to review moon phases

Tides Kahoot Challenge: Visit [www.Kahoot.it](http://www.Kahoot.it) and use the game code 0206342 to review tides.



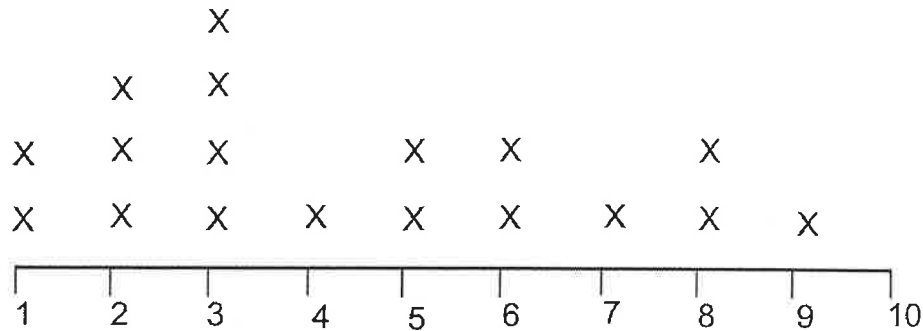
# Reading and Making Line Plots - Try the Skill

Refer to this sheet

Name \_\_\_\_\_

Date throughout the week

This line plot shows the number of pets students have. How many students have pets?



Solution

Here we need to find number of students that have pets

The horizontal line depicts the number of pets and 'X' marks the students, so by counting the number of X's we get the number of students who have pets

Thus if  $x = 18$  so number of students = 18

Answer: 18 students

## Practice Problems.

1		This <u>line plot</u> shows the number of schools in which toys are distributed. Find the maximum number of toys distributed in any single school.
2		This <u>dot plot</u> shows the number of employees in companies. Find the number of employees in all companies.

# Reading and Making Line Plots – Practice the Skill Twice



Name \_\_\_\_\_



Date Day 21

Solve the following.

1		This line plot shows the shopkeepers who have different type sof cold drinks. What is the total number of cold drinks?
2		This line plot shows different types of fish purchased by customers. How many customers purchased the 1 <sup>st</sup> type of fish?
3		This line plot shows the number of criminals in jail. How many jails have 4 criminals?
4		This line plot shows the number of gardens that have different types of roses. How many gardens have no roses?
5		This line plot displays the TV showrooms in a city. How many showrooms have equal numbers of TVs?
6		This line plot shows number of computers in at different companies. How many companies have computers?
7		This line plot gives the number of historical places in cities. How many cities have 2 or more historic places?
8		The number of children in plays at schools is shown in the line plot. How many schools have 5 children in a play?
9		This line plot shows the number of companies and # represents the number of employees. How many companies have more than two employees?
10		This line plot shows the partners in company. How many companies have less than 3 partners ?

NAME:

## Topic: Movie Analysis Guide.

Movies choice must be rated G or PG-13!

1. What is the title of the movie?

2. Who are the main characters in the movie?

3. Where does the movie take place?

4. What is the time period of the movie?

Answer all questions!

6. What type of conflict is presented in this movie (internal conflict = struggle is inside the character or external conflict = struggle is outside of the character)?

7. Who is the protagonist (main/lead character)?

8. Who or what is the antagonist (person or thing in conflict with protagonist)?

Happy Viewing!

9. Describe in detail, your favorite scene/part of the movie.

5. How do you rate this movie on a scale from 1 (horrible) to 5 (best ever)? Explain rating.

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Alternate Assignment. Read and do questions if you do not watch a movie.

## Rumpelstiltskin

by The Grimm Brothers

Once there was a miller who was poor, but who had a beautiful daughter. Now it happened that he had to go and speak to the King, and in order to make himself appear important he said to him, "I have a daughter who can spin straw into gold."

The King said to the miller, "That is an art which pleases me well. If your daughter is as clever as you say, bring her tomorrow to my palace, and I will try what she can do."

And when the girl was brought to him he took her into a room which was quite full of straw, gave her a spinning-wheel and a reel, and said, "Now set to work, and if by tomorrow morning early you have not spun this straw into gold during the night, you must die."

Thereupon he himself locked up the room, and left her in it alone. So there sat the poor miller's daughter, and for the life of her could not tell what to do. She had no idea how straw could be spun into gold, and she grew more and more miserable, until at last she began to weep.

But all at once the door opened, and in came a little man, and said, "Good evening, Mistress Miller; why are you crying so?"

"Alas!" answered the girl, "I have to spin straw into gold, and I do not know how to do it."

"What will you give me," said the manikin, "if I do it for you?"

"My necklace," said the girl.

The little man took the necklace, seated himself in front of the wheel, and "whirr, whirr, whirr," three turns and the reel was full. Then he put another on, and whirr, whirr, whirr, three times round, and the second was full too. And so it went on until the morning, when all the straw was spun, and all the reels were full of gold. By daybreak the King was already there, and when he saw the gold he was astonished and delighted, but his heart became only more greedy. He had the miller's daughter taken into another room full of straw, which was much larger, and commanded her to spin that also in one night if she valued her life.

The girl knew not how to help herself, and was crying, when the door again opened, and the little man appeared and said, "What will you give me if I spin that straw into gold for you?"

"The ring on my finger," answered the girl. The little man took the ring, again began to turn the wheel,



and by morning had spun all the straw into glittering gold.

The King rejoiced beyond measure at the sight, but still he had not gold enough. He had the miller's daughter taken into a still larger room full of straw, and said, "You must spin this, too, in the course of this night; but if you succeed, you shall be my wife."

"Even if she be a miller's daughter," thought he, "I could not find a richer wife in the whole world."

When the girl was alone the manikin came again for the third time, and said, "What will you give me if I spin the straw for you this time also?"

"I have nothing left that I could give," answered the girl.

"Then promise me, if you should become Queen, your first child."

"Who knows whether that will ever happen?" thought the miller's daughter. Not knowing how else to help herself in this strait, she promised the manikin what he wanted, and for that he once more span the straw into gold.

And when the King came in the morning and found all as he had wished, he took her in marriage, and the pretty miller's daughter became a Queen.

A year after, she had a beautiful child, and she never gave a thought to the manikin. But suddenly he came into her room, and said, "Now give me what you promised." The Queen was horror-struck, and offered the manikin all the riches of the kingdom if he would leave her the child. But the manikin said, "No, something that is living is dearer to me than all the treasures in the world." Then the Queen began to weep and cry, so that the manikin pitied her. "I will give you three days' time," said he. "If by that time you find out my name, then shall you keep your child."

So the Queen thought the whole night of all the names that she had ever heard, and she sent a messenger over the country to inquire, far and wide, for any other names that there might be. When the manikin came the next day, she began with Caspar, Melchior, Balthazar, and said all the names she knew, one after another. But to every one the little man said, "That is not my name."

On the second day she had inquiries made in the neighborhood as to the names of the people there, and she repeated to the manikin the most uncommon and curious. "Perhaps your name is Shortribs, or Sheepshanks, or Laceleg?" but he always answered, "That is not my name."

On the third day the messenger came back again, and said, "I have not been able to find a single new name, but as I came to a high mountain at the end of the forest, where the fox and the hare bid each other good night, there I saw a little house, and before the house a fire was burning, and round about the fire quite a ridiculous little man was jumping: he hopped upon one leg, and shouted—'Today I bake, tomorrow brew / The next I'll have the young Queen's child / Ha! glad am I that no one knew / That Rumpelstiltskin I am styled.'"

You may think how glad the Queen was when she heard the name! And when soon afterwards the little man came in and asked, "Now, Mistress Queen, what is my name?"

At first she said, "Is your name Conrad?"

"No."

"Is your name Harry?"

"No."

"Perhaps your name is Rumpelstiltskin?"

"The devil has told you that! The devil has told you that!" cried the little man, and in his anger he plunged his right foot so deep into the earth that his whole leg went in. Then in rage he pulled at his left leg so hard with both hands that he tore himself in two.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who spun the straw into gold?

- A. the miller
- B. the miller's daughter
- C. the king
- D. the little man

2. What problem does the miller's daughter face at the beginning of the story?

- A. She does not love the king, but her father has threatened to kill her if she does not marry the king.
- B. She does not know how to spin straw into gold, but the king has threatened to kill her if she does not spin his straw into gold.
- C. She wants her necklace and ring back, but she has already given them to the little man in exchange for his help.
- D. She is afraid of the little man, but he is the only one who can spin straw into gold for her.

3. The little man is positive that nobody knows his name. What evidence from the text best supports this conclusion?

- A. "I will give you three days' time," said he. "If by that time you find out my name, then shall you keep your child."
- B. "Ha! glad am I that no one knew / That Rumpelstiltskin I am styled."
- C. "Perhaps your name is Shortribs, or Sheepshanks, or Laceleg?" but he always answered, "That is not my name."
- D. "And when soon afterwards the little man came in, and asked, 'Now, Mistress Queen, what is my name?'"

4. Why might Rumpelstiltskin have been jumping and shouting in his house?

- A. He was panicking because he thought his house had caught on fire.
- B. He was celebrating, thinking he was going to get the Queen's child.
- C. He was performing a magical spell to get the Queen's child.
- D. He was upset because he knew that the Queen knew his name.

5. What is a theme of this story?

- A. It's important to keep one's promises.
- B. One should not be greedy.
- C. It's important to forgive others.
- D. One should pity the less fortunate.

6. Read these sentences from the text:

"[The manikin said,] 'What will you give me if I spin the straw for you this time also?'

"'I have nothing left that I could give,' answered the girl.

"'Then promise me, if you should become Queen, your first child.'

"'Who knows whether that will ever happen?' thought the miller's daughter; and, not knowing how else to help herself in this strait, she promised the manikin what he wanted, and for that he once more span the straw into gold."

What does the phrase "not knowing how else to help herself in this strait" mean based on these sentences?

- A. not knowing how to act like a Queen
- B. not knowing how to spin straw into gold
- C. not knowing how to break a promise
- D. not knowing how else to solve her problem

7. Choose the answer that best completes the sentence:

The miller's daughter gave the manikin her necklace, \_\_\_\_\_ he spun the straw into gold.

- A. but
- B. yet
- C. so
- D. like

8. The first time the little man comes to the miller's daughter, she gives him her necklace. What does she give to the little man the second time he appears?

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9. Why did the little man make the miller's daughter promise to give him her first child?

Support your answer with evidence from the text.

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10. Rumpelstiltskin is greedy.

Using evidence from the text, form an argument for or against this description of Rumpelstiltskin.

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## Internet Options for Reading Passages:

<https://www.muglenet.com/>  
<https://www.eastoftheweb.com>  
[www.scholastic.com/learnathome](http://www.scholastic.com/learnathome)  
[www.mobymax.com](http://www.mobymax.com)  
<https://login.edmentum.com/>  
<https://www.poemuseum.org/poes-works-and-timeline> (Edgar Allan Poe short stories and poems)  
<https://www.readworks.org/>

## Websites For Reading Games and Reading Fun:

<https://www.roomrecess.com/>  
<https://www.classroomtools.net/arcade/201604-byvvy2>  
<https://www.seussville.com/play/>  
<https://www.eastoftheweb.com>

## Recommendations for Family Reading or Extra Reading:

<https://www.commonensemedia.org/book-lists>

## Websites for Vocabulary Enrichment:

<https://www.classroomtools.net/arcade/201604-byvvy2>  
[www.freerice.com](http://www.freerice.com)





## 2.1

# War Breaks Out



As Athens became wealthier and more powerful, other city-states, especially Sparta, became suspicious and fearful of Athens's future plans. Athens and Sparta had created very different societies. Athens championed a democratic government, while Sparta focused on military strength. These differences contributed to a growing distrust that exploded into war.

### MAIN IDEA

Rivalry between Sparta and Athens plunged Greece into war.

### TENSIONS RISE

In addition to societal differences, Sparta resented Athens's use of money from the Delian League. Remember, Athens had used this money, intended to protect all of the city-states, for its own benefit. When the city-states protested this inequality and attempted to free themselves from Athenian rule, Pericles punished them. By 431 B.C., Sparta had had enough of Athenian aggression and declared war on Athens. The **Peloponnesian War** had begun.

Sparta had a strong army and Athens had a strong navy. This contrast in military strength forced the two sides to develop very different plans for winning the war. Athens, under Pericles, avoided fighting Sparta and its allies on land and planned to attack from the sea. Athens withdrew behind its strong city walls. Its ships kept the city stocked with supplies and were also used to raid its enemies' land.

Meanwhile, Sparta marched its army into Athenian lands expecting a **big battle**, but the Athenian army stayed protected behind the city walls. The frustrated Spartans attempted to weaken the Athenian economy by burning its crops. Though the walls protected Athenians from the Spartans, they could not prevent a devastating attack from an unexpected enemy.

### A PLAGUE STRIKES ATHENS

In 430 B.C., Athenians began suffering from rashes, headaches, vomiting, and fever. This was probably an outbreak of typhoid fever, a highly infectious disease. In the narrow streets of Athens, overcrowded with refugees from the countryside, the fever quickly became a deadly **plague**, or a disease that causes many deaths. In four years the plague killed one in three Athenians—about 60,000 people—including Pericles. Disease was doing more damage than Sparta's soldiers.

Elsewhere the war raged on with brutal acts committed by both sides. It was typical for a captured city to have all its male citizens executed and its women and children enslaved. Despite all the deaths, the war seemed unwinnable. Athens was dominant at sea and Sparta ruled on land, but neither was able to overpower the other. In 421 B.C., Athens signed a **truce**, or an agreement to stop fighting. Sparta and Athens entered a period of peace, but it would not last for long.

## 2.2

# The Defeat of Athens



Both Sparta and Athens wanted to control all of Greece. Sparta thought its soldiers, with their strict military training, would crush any opponent. Athens attempted to dominate the region by building a powerful navy. But Sparta and Athens failed to notice that their constant warring was causing Greece to slowly fall apart.

### MAIN IDEA

After many years of fighting, Greece found itself in a weakened and vulnerable state.

### THE WAR DRAGS ON

The truce was supposed to last 50 years. Instead it ended in only two. Sparta and Athens were drawn back into war over the rich lands of Sicily, a fertile island near Italy that the Greeks had colonized. A dispute between a pro-Athenian colony and a pro-Spartan colony prompted Athens to invade.

In 414 B.C., Athens laid **siege** to Syracuse, Sicily's strongest and richest city. In a siege, soldiers surround a city in an attempt to take control of it. The invasion of Syracuse was disorganized, and Athens made many mistakes. Spartan reinforcements arrived and attacked the Athenians on land and sea. The Spartans sank all 200 of Athens's ships, and killed or enslaved 40,000 soldiers.

Meanwhile, Sparta seized control of the land around Athens, cutting off the Athenians' agricultural and economic resources. With Athens weakened, its allies revolted. Athens's situation just kept getting worse. The city-state had no good leaders left, and its naval fleet had been completely destroyed by Sparta.

In 412 B.C., Sparta strengthened its forces by allying with its old enemy Persia. The Spartan army steadily advanced on Athens, deliberately causing refugees to flee to the already overcrowded city. Blocked by Spartans on land and sea, a desperate Athens had only two choices: surrender or starve. In 404 B.C., Athens surrendered and the Peloponnesian War was finally over.

### SPARTA IS VICTORIOUS

Sparta's fellow members in the Peloponnesian League wanted Athens to be completely destroyed and its people enslaved, but Sparta rejected these calls for revenge. Still, surrendering to Sparta was humiliating to the proud Athenians. The long walls linking Athens to the sea were torn down, and the Athenian navy was reduced to just 12 ships. As a final insult, Sparta replaced Athenian democracy with an oligarchy, a government made up of a small group of people. It was run by tyrants who ruled in a ruthless and controlling way. This form of leadership caused further conflicts within democracy-loving Athens.

The once powerful city of Athens was reduced to a second-rate state. However, Athens was not alone in its suffering. The long war had been costly in men, money, and resources to all the city-states involved. Greece as a whole was left weakened and vulnerable. To repair the damage, the city-states needed to cooperate with one another. Unfortunately, the end of the war did not stop conflicts from erupting. The city-states were soon warring among themselves again. In its weakened condition, Greece was a prime target for attack.

## READING AND NOTE-TAKING

**SEQUENCE EVENTS  
AND TAKE NOTES**

As you read from Lessons 2.1 and 2.2, take notes on the Peloponnesian War. First write the titles of the lessons and the headers. Then include details from those sections of text.

2.1 War Breaks Out

TENSIONS RISE

①

②

2.1 War Breaks Out

A Plague Strikes Athens

①

②



2.2 The Defeat of Athens  
The War Drags On

①

②

2.2 The Defeat of Athens  
Sparta is Victorious

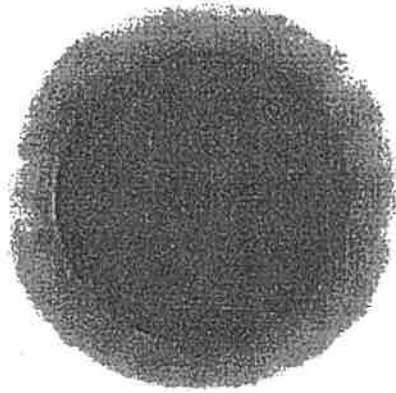
①

②

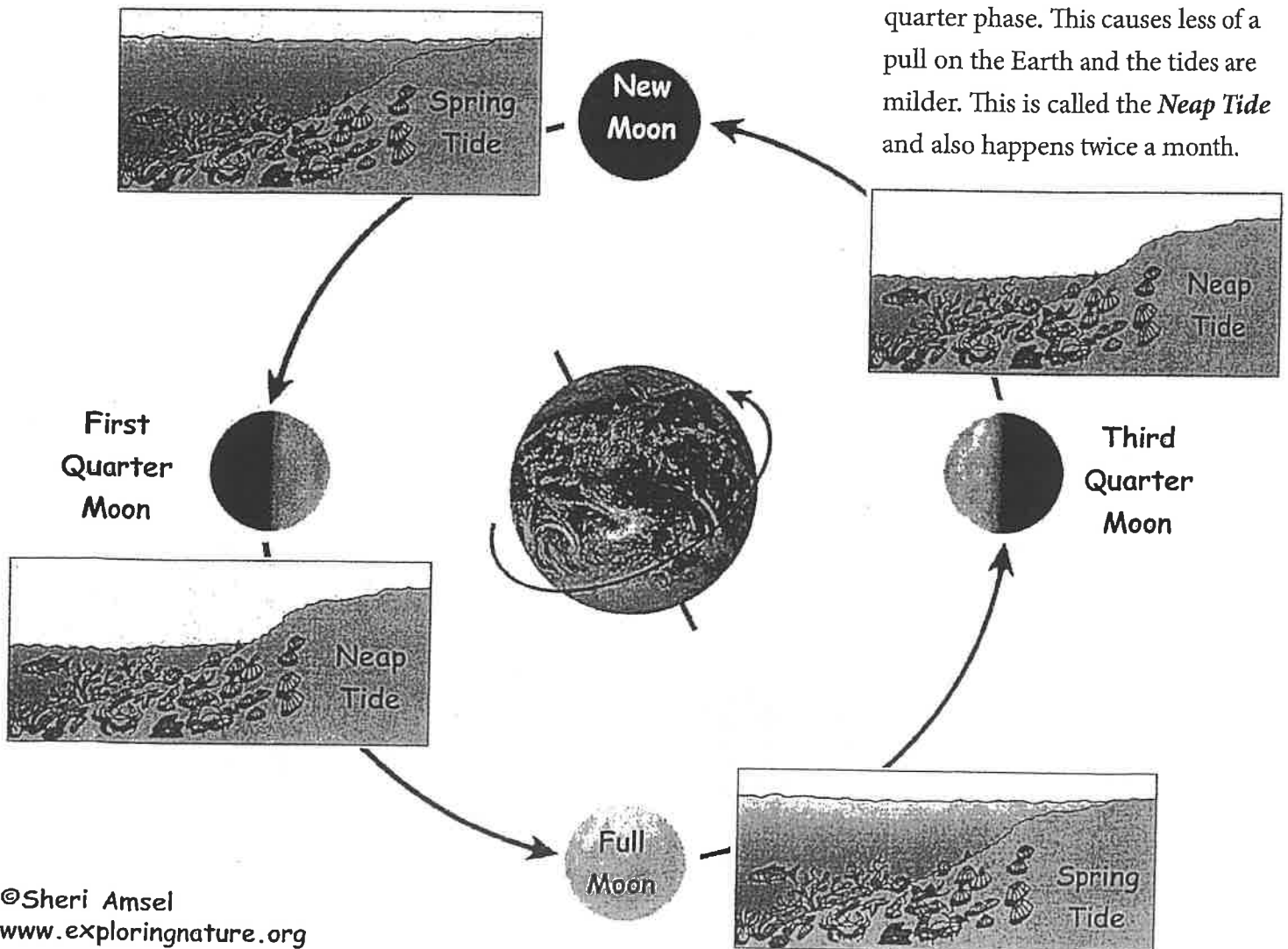
\* **Describe** How did city-states relate to each other after the Peloponnesian War? \*

# Moon Phases and the Changing Tides

The tides rise and fall because of the pull of gravity between the Moon and Earth. Because of the way the Earth is tipped to one side as it *rotates* on its axis and the way the Moon *revolves* around the Earth, the *gravitational pull* between Earth and Moon gets stronger and weaker (peaks and ebbs) twice a day. This causes two *tides* - one about every 12 hours in most places, though some places experience only one tide change a day. Not only do the tides change on a daily basis, but they also change throughout each month. The pull (or *tractive force*) increases on the Earth when the sun and moon are aligned. This causes bigger high tides and lower low tides. These alignments happen when the Moon is full or new - so twice a month. This is called, *Spring Tides*, though they happen year round.



The opposite effect occurs when the Moon and Sun are at right angles. From Earth, the Moon will be in its quarter phase. This causes less of a pull on the Earth and the tides are milder. This is called the *Neap Tide* and also happens twice a month.





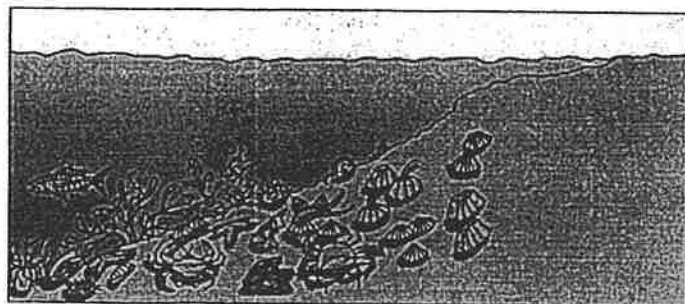
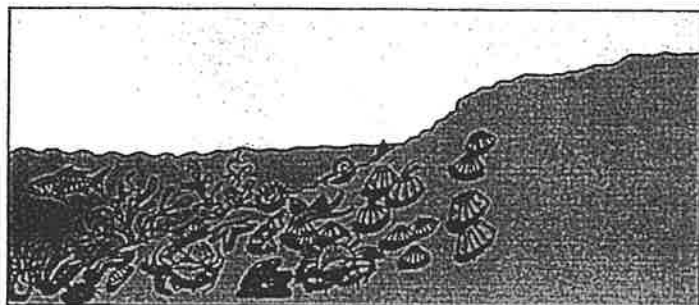
## Moon Phases and the Changing Tides

To anyone who has lived by the ocean, the changing tide is as much a part of the day as sunrise and sunset – but why does the sea level change every day? The tides rise and fall because of the pull of gravity between the moon and Earth. Though this pull (or *tractive force*) is felt around the globe, nowhere is its effect more noticeable than on the free-moving water on the Earth's surface. It is most noticeable on the ocean coastlines, but even large lakes experience tidal changes. The sun also pulls on the Earth, but it is so far away that its pull is less than half of the moon's force. Luckily, Earth's gravity keeps our oceans on the Earth, but the tug of war between the Earth and the moon results in our changing tides.

The gravitational pull between them gets higher and lower (peaks and ebbs) twice each day because of the way the Earth is tipped 23° to one side as it rotates on its axis – and as the moon revolves around it. This causes two tides - one about every 12 hours in most places. Some places experience only one tide change a day. Tides do not happen at exactly the same time every day because the moon is not always in the same place and time daily – but a pattern does exist. The tidal patterns changes by 50 minutes every day allowing us to chart the high and low tides throughout the year and watch for them.

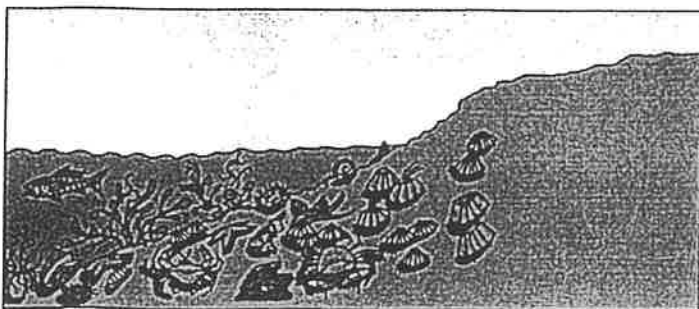
Not only do the tides change on a daily basis, but they also change throughout each month. The pull (or tractive force) increases on the Earth when the sun and moon are aligned (in their positions as the Earth and moon revolve around the sun). This causes bigger high tides and lower low tides. These alignments happen when the moon is full or new - so twice a month. This is called, *Spring Tides*, though they happen year round. The opposite effect occurs when the moon and sun are at right angles (in their positions as the Earth and moon revolve around the sun). From Earth, the moon will be in its *quarter phase*. This causes less of a pull on the Earth and the tides are milder. This is called the *Neap Tide* and also happens twice a month.

The tides are also affected by storms, the shape of the coastline and other factors. As the water rises, it is called the *flood tide*. When the tide is highest, it is called the *high tide*. When the tide is falling it is called the *ebb tide*. When the tide is lowest, it is called the *low tide*. The most extreme tidal change is seen in the Bay of Fundy in Nova Scotia where the water can rise and fall more than 50 feet (15.24 meters) throughout the day.

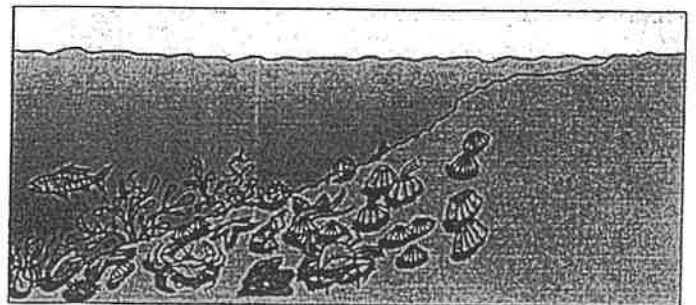


## Moon Phases and the Changing Tides – Short Answer Quiz

The tides rise and fall because of the pull of \_\_\_\_\_ between the moon and Earth. Though this pull (or \_\_\_\_\_ *force*) is felt around the globe, nowhere is its effect more noticeable than on the free-moving water on the Earth's surface. The sun also pulls on the Earth, but it is so far away that its pull is less than half of the moon's force. Luckily, Earth's gravity keeps our oceans on the Earth, but the tug of war between the Earth and the moon results in our changing tides. The gravitational pull between them gets higher and lower (peaks and ebbs) twice each day because of the way the Earth is tipped \_\_\_\_\_ to one side as it rotates on its axis – and as the moon revolves around it. This causes two tides - one about every \_\_\_\_\_ hours in most places. Not only do the tides change on a daily basis, but they also change throughout each month. The pull \_\_\_\_\_ on the Earth when the sun and moon are aligned. This causes bigger high tides and lower low tides. These alignments happen when the moon is \_\_\_\_\_ or new - so twice a month. This is called, \_\_\_\_\_ *Tides*, though they happen year round. The opposite effect occurs when the moon and sun are at right angles. From Earth, the moon will be in its *quarter phase*. This causes less of a pull on the Earth and the tides are milder. This is called the \_\_\_\_\_ *Tide* and also happens twice a month. The tides are also affected by storms, the shape of the coastline and other factors. As the water rises, it is called the \_\_\_\_\_ *tide*. When the tide is highest, it is called the \_\_\_\_\_ *tide*. When the tide is falling it is called the \_\_\_\_\_ *tide*. When the tide is lowest, it is called the \_\_\_\_\_ *tide*. The most extreme tidal change is seen in the Bay of Fundy in Nova Scotia where the water can rise and fall more than 50 feet (15.24 meters) throughout the day.



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## 6th Grade Maroon and Gold - NTI Day 22 Checklist

Required Assignments: The following assignments should be completed for NTI Day 22. These assignments are required for all students!

\_\_\_\_\_ MATH - Line Plots / How is Data Distributed

\_\_\_\_\_ ENGLISH LANGUAGE ARTS - **Assignment:** Write a detailed summary of the movie you watched on Day 21. Your summary should explain the following plot details: The Beginning, The Rising Action, The Climax, The Falling Action, The Resolution. Therefore, the beginning, middle, and end of the movie should be described. The summary should consist of at least 8 - 10 sentences.

**Alternate:** Write a summary of the passage you read on day 21 following the above details.

\_\_\_\_\_ SOCIAL STUDIES - Use your reading and notes from yesterday to complete a comic strip about the Peloponnesian War. Each box should have a picture and caption. You may color it if you choose, but that is not mandatory.

\_\_\_\_\_ SCIENCE -Complete your daily Moon Phase Calendar. Review the Vocabulary: Summer and Winter Handout. These definitions will be useful for activities today and tomorrow. Use the Summer and Winter Seasons Activity to complete the Warm-up and Activity A for Summer and Winter: Student Exploration.

\_\_\_\_\_ 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

\_\_\_\_\_ Bill Nye Video: Seasons <https://www.youtube.com/watch?v=a9z-aGB3atg>

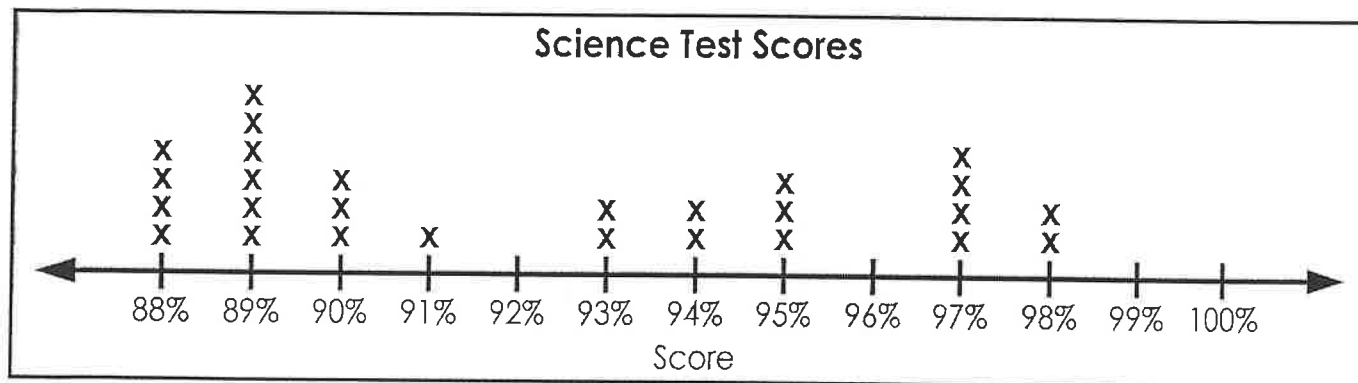


Name: \_\_\_\_\_

Day 22

## Line Plots

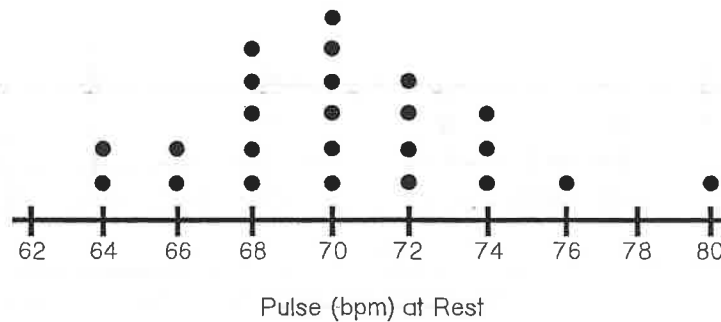
Mr. Bradley is very proud of all the students in his science class. They all studied hard and did an excellent job on last week's science test. Everyone in the class scored an 88% or higher! The line plot below shows the score distribution.



- How many students received a score of 94%? \_\_\_\_\_
- What was the highest score in the class? \_\_\_\_\_
- What was the lowest score in the class? \_\_\_\_\_
- How many students received a score in the 80s? \_\_\_\_\_
- How many students received a score in the 90s? \_\_\_\_\_
- How many students scored 93% or less? \_\_\_\_\_
- How many students are in Mr. Bradley's science class? \_\_\_\_\_
- Mr. Bradley decides to give each student two percentage bonus points on their last test for participating in class. Explain how you could change the graph to show the new test scores.  
\_\_\_\_\_  
\_\_\_\_\_

## HOW IS DATA DISTRIBUTED?

Data can be \_\_\_\_\_ in various graphs including dot plots, histograms, and box plots. \_\_\_\_\_ are useful for showing \_\_\_\_\_ and \_\_\_\_\_.



Make three observations about the dot plot above. Then, answer the questions.

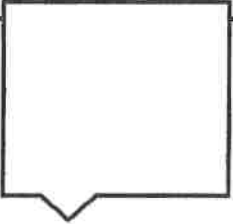


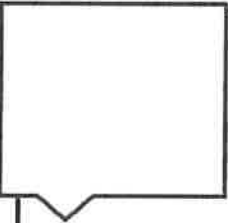

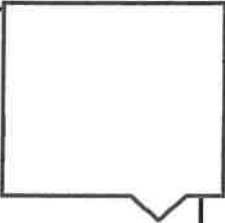
1. What is the lowest pulse? What is the highest pulse?
2. How would you describe the general spread of the data?
3. What was the most common heart rate?
4. What pulse describes the center of the data?
5. How many people had a pulse over 76?
6. How many people were surveyed?

NTI Completion Sheet: Please review ALL assignment details from the front page!

Day 22: Summary of movie or reading.



Name: \_\_\_\_\_ Date: \_\_\_\_\_





## Vocabulary: Summer and Winter

- Axis – an imaginary line through the center of Earth that connects the North Pole to the South Pole.
  - Earth rotates about its axis once every 24 hours.
  - Earth's axis is tilted at an angle of 23.5 degrees.
- Equator – an imaginary line around the middle of Earth.
- Hemisphere – half of a sphere.
  - The *northern hemisphere* is the half of Earth north of the equator.
  - The *southern hemisphere* is the half of Earth south of the equator.
- Latitude – angular distance north or south of the equator.
  - The latitude of the equator is 0°.
  - The latitude of the North Pole is 90° N.
  - The latitude of the South Pole is 90° S.
- Season – one of the major divisions of the year, usually based on regular weather changes.
  - In most places, the year is divided into four seasons: winter, spring, summer and autumn (fall). Each season is three months long.
  - In tropical regions, it is more common to refer to rainy season and dry season.
- Summer solstice – the first day of summer.
  - The summer solstice is the day with the longest period of daylight. Outside of the tropics, it is also the day when the noon Sun is highest in the sky.
  - In the northern hemisphere the summer solstice occurs on or near June 21.
  - In the southern hemisphere the summer solstice occurs on or near December 21.
- Winter solstice – the first day of winter.
  - The winter solstice is the day with the shortest period of daylight. It is also the day when the noon Sun is lowest in the sky.
  - In the northern hemisphere the winter solstice occurs on or near December 21.
  - In the southern hemisphere the winter solstice occurs on or near June 21.



## Summer and Winter: Seasons Activity (1)

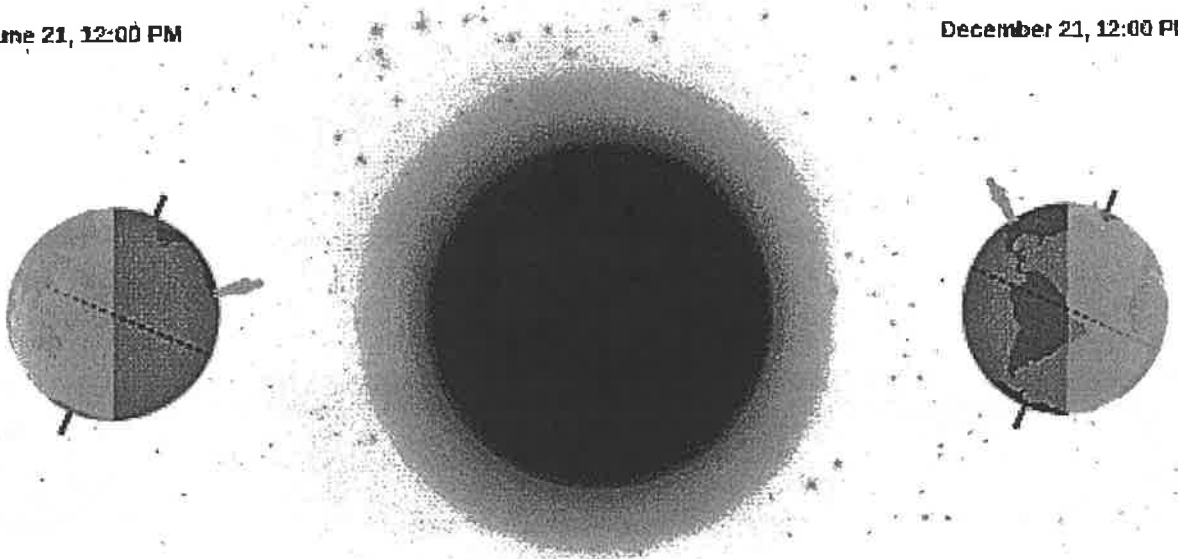
Directions: Use the following pictures to complete the Student Exploration Sheet for NTI Day 22.

### Warmup

Figure A

June 21, 12:00 PM

December 21, 12:00 PM

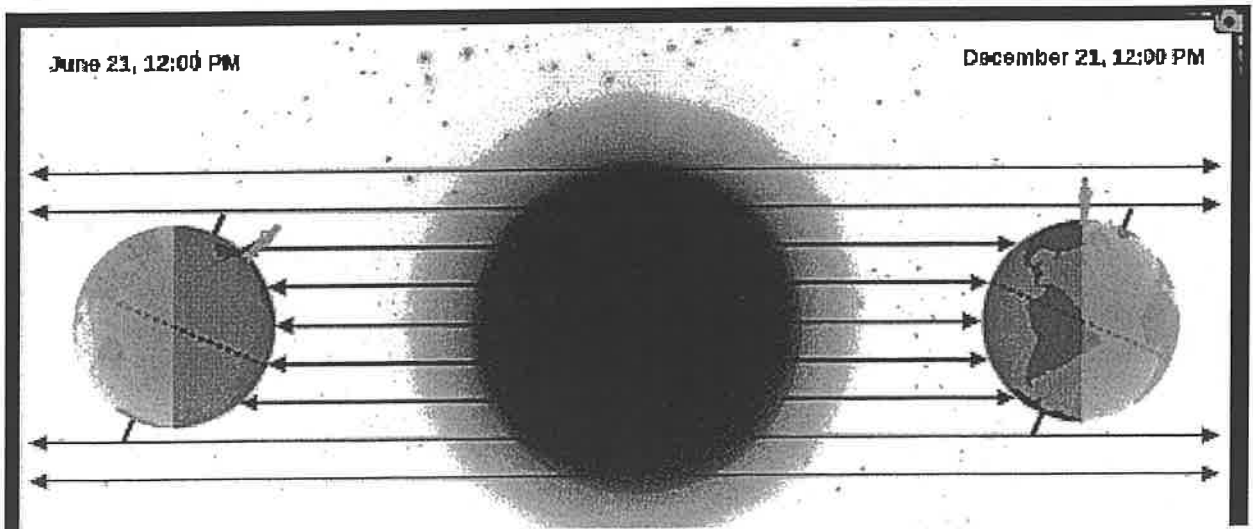


Not to scale

Figure B

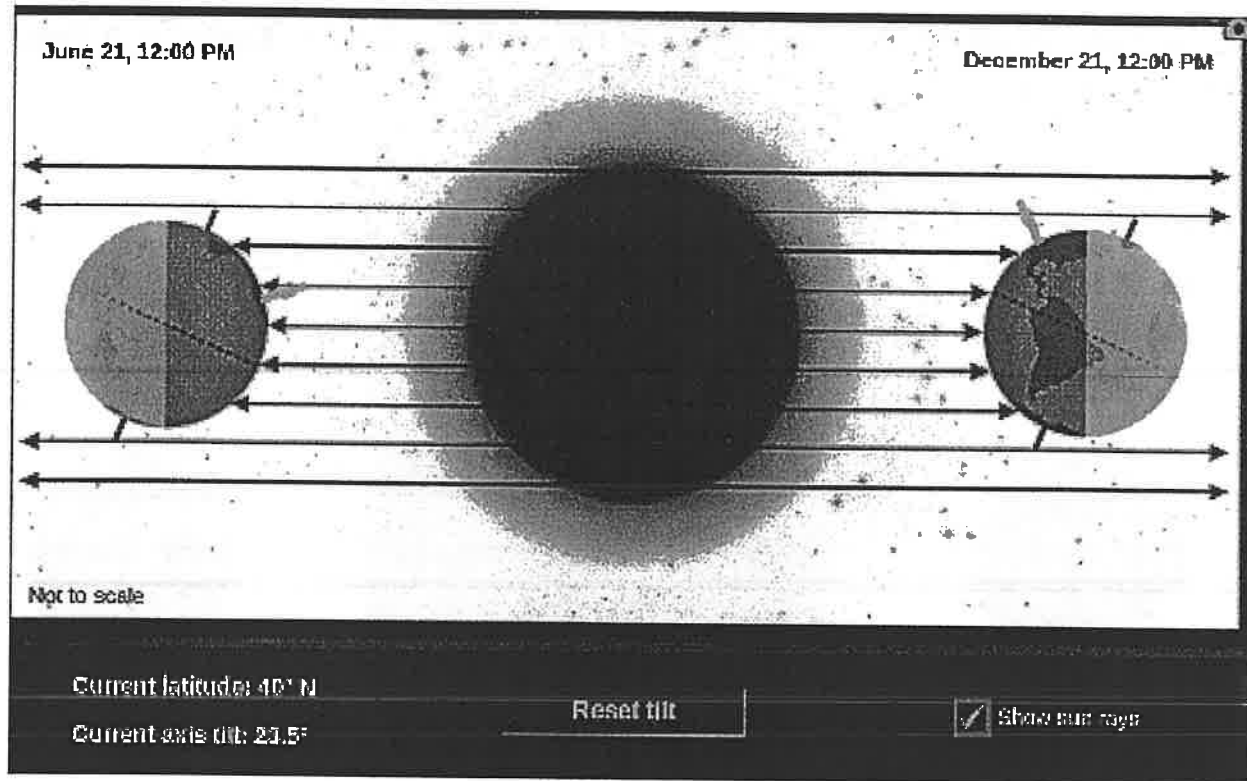
June 21, 12:00 PM

December 21, 12:00 PM



# Activity A: Reason for the Seasons

## Figure A



## Figure B

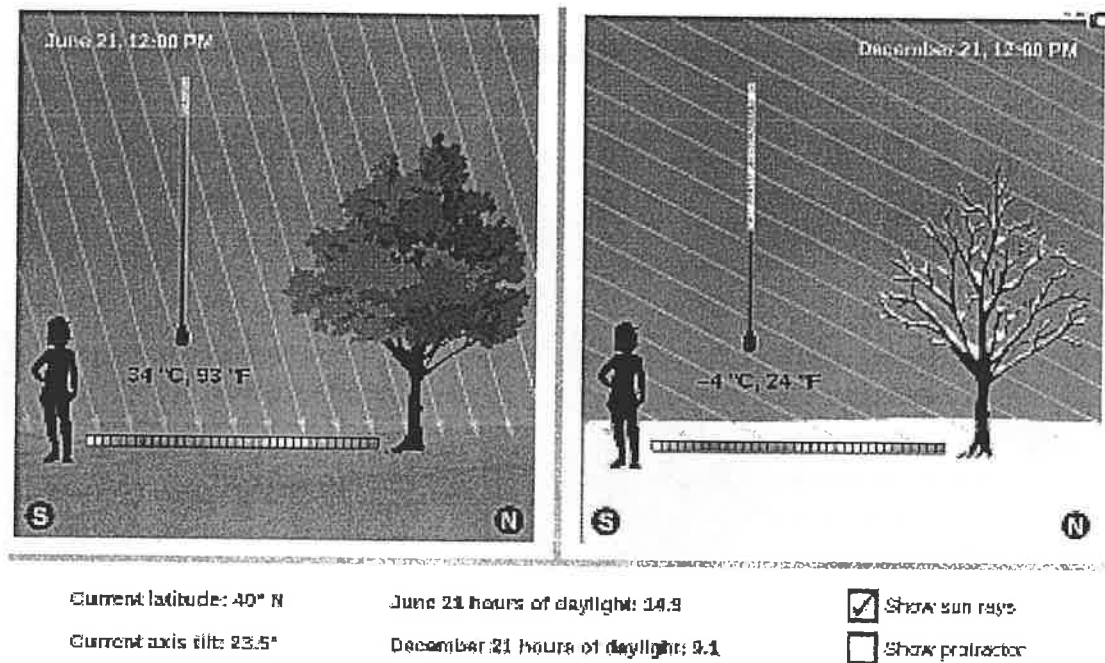


Figure C

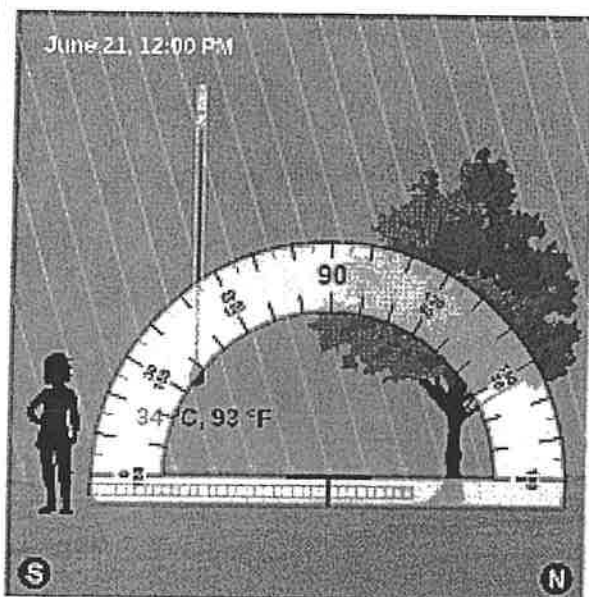
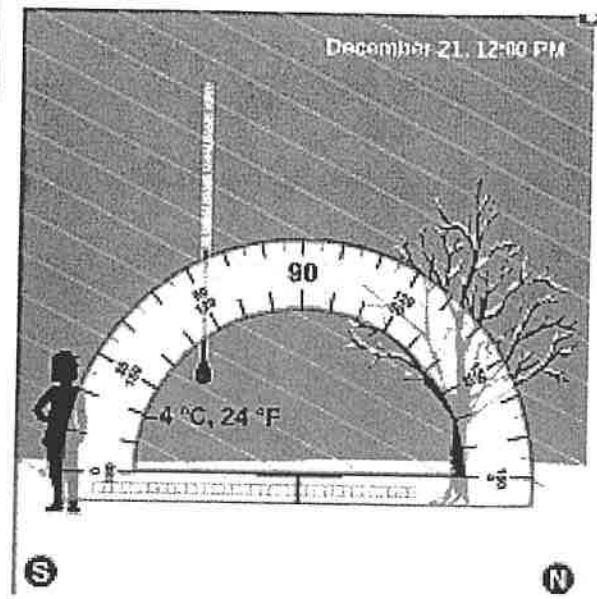


Figure D





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Exploration: Summer and Winter

**Vocabulary:** axis, equator, hemisphere, latitude, season, summer solstice, winter solstice

**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)

1. When during the year is the Sun highest in the sky? \_\_\_\_\_ Lowest? \_\_\_\_\_
2. When during the year is daylight longest? \_\_\_\_\_ Shortest? \_\_\_\_\_
3. Why do you think it is colder during the winter than the summer? \_\_\_\_\_

\_\_\_\_\_

### Warm-up

Figure A shows two different “snapshots” of Earth as it orbits the Sun. The Earth at left shows June 21. The Earth at right shows December 21.

1. The white line going through the North Pole and the South Pole is Earth’s **axis**.

Does the axis go straight up and down, or is it tilted? \_\_\_\_\_

2. Your **latitude** indicates how far you are from the **equator**, a line around Earth’s middle. The person in the Gizmo has the same latitude on each date.

Compare Figure A and Figure B. What do you notice about how the Sun rays hit the person after they were moved northward in Figure B?

\_\_\_\_\_

\_\_\_\_\_

3. The half of Earth north of the equator (the "top" half) is called the northern hemisphere. (Hemisphere means "half a sphere".) The southern half is the southern hemisphere. Use Figure B.

A. Which hemisphere receives more direct sunlight on June 21? \_\_\_\_\_

B. Which hemisphere receives more direct sunlight on December 21? \_\_\_\_\_



Activity A:		
Reasons for seasons		

**Introduction:** A **season** is a major division of the year, based on regular weather changes. Most of the world has four seasons – winter, spring, summer, and autumn (fall). The **summer solstice** is the first day of summer. The **winter solstice** is the first day of winter. The solstice dates usually (but not always) fall on June 21 and December 21.

**Question: Why is it colder in winter than summer?**

1. Form hypothesis: In the Northern Hemisphere, why do you think it is colder in December than in June? \_\_\_\_\_

2. Collect data: Using Figures A-D under Activity A, record the following data for the 40° N location:

- The number of Sun rays hitting the solar panel on June 21 and December 21.
- The temperature on each date.
- The **June 21 hours of daylight** and **December 21 hours of daylight**.
- The angle of the Sun's rays on each date. Figure C and D.

Date	Rays on panel	Temp. (°C)	Daylight hours	Sun ray angle
June 21				
December 21				

3. Analyze: Look at your data table.

- A. On which date are there more hours of daylight? \_\_\_\_\_
- B. On which date does more sunlight hit the solar panel? \_\_\_\_\_
- C. How does the angle of sun rays relate to the temperature? \_\_\_\_\_

4. Draw conclusions: Why is it colder in winter than summer? Give *two* reasons. \_\_\_\_\_



## 6th Grade Maroon and Gold - NTI Day 23 Checklist

Required Assignments: The following assignments should be completed for NTI Day 23. These assignments are required for all students!

\_\_\_\_\_ MATH - Create a Line Plot (with data provided)

\_\_\_\_\_ ENGLISH LANGUAGE ARTS - **Assignment:** Complete the following prompts: (1) Describe the protagonist (the lead/main character of the movie). Be sure to include strengths, weaknesses, physical appearance, and mental state of the character. (2) Describe the antagonist (the character in conflict with the protagonist). Be sure to include strengths, weaknesses, physical appearance, and mental state of the character. (3) Which character do you like better? Explain why. (4) Why are they in conflict with each other? **Alternate:** Do the above based on your reading passage from Day 21.

\_\_\_\_\_ SOCIAL STUDIES - Read "Alexander the Great" and complete the "In Memoriam" worksheet on the back of the reading.

\_\_\_\_\_ SCIENCE - Complete your daily Moon Phase Calendar. Use the Summer and Winter Seasons Activity to complete the Activity B and Activity C for Summer and Winter: Student Exploration.

\_\_\_\_\_ 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

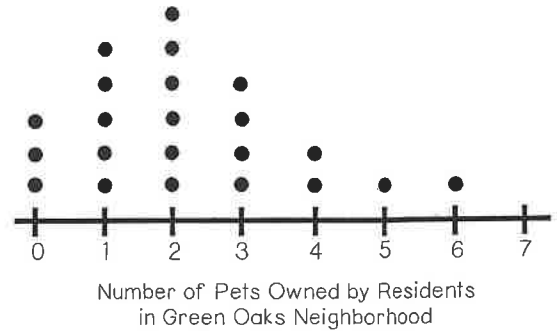
\_\_\_\_\_ Why do we have seasons? <https://www.youtube.com/watch?v=WgHmqv-UbQ>



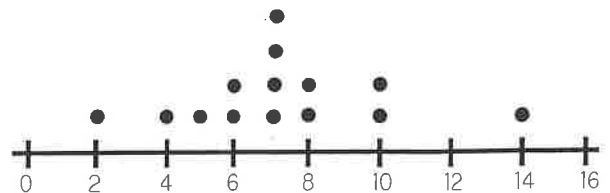
## HOW IS DATA DISTRIBUTED?

Answer the questions below. Be sure to show your thinking.

1. How many residents were surveyed?
2. What was the least number of pets owned?
3. What was the greatest number of pets owned?
4. What was the most common number of pets owned?
5. How many people own four pets?



6. A new resident moved into the neighborhood, and they own six pets. How does this resident compare to the rest of the neighborhood?
7. What could this dot plot represent?



8. Describe what a dot plot could look like for the following question:  
*What is the height in inches of the students in our 6<sup>th</sup> grade math class?*



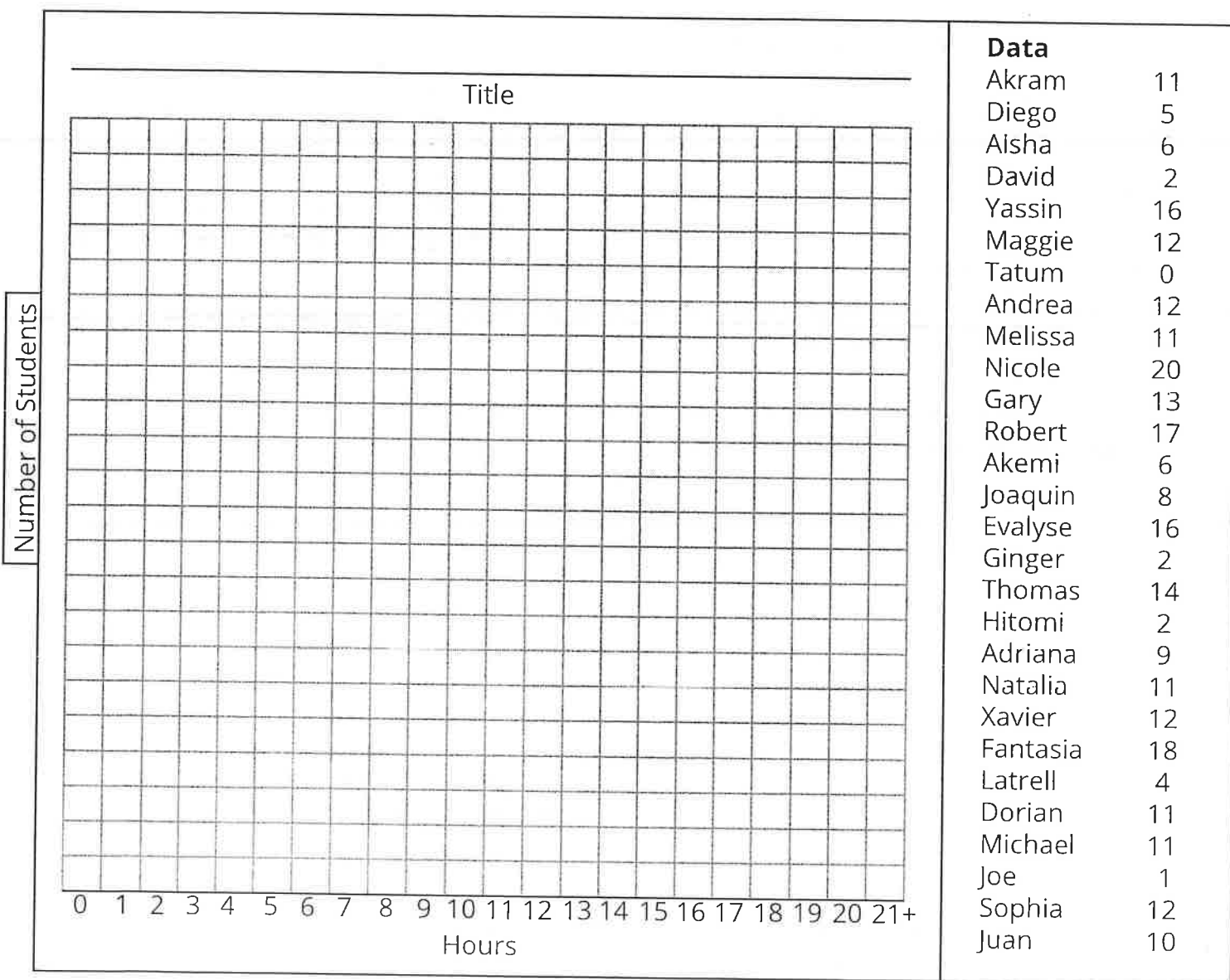
# Create a Line Plot (with data provided)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Day 23

Melissa read an article that stated that children are watching too much TV. It stated that 8-9 year olds watch 20 hours a week. She wanted to know if this data matched her class' viewing habits, so she surveyed her classmates to find out how much TV they are actually watching per week. Using the data that she collected, mark an X on the appropriate place on the line plot for each response then give the line plot a title.



Does the data from Melissa's class reflect the findings presented in the article that she read? Explain your thinking.

Day 23: Character descriptions.

Protagonist Description:

Antagonist Description:

Which character do you like best? Explain your answer.

Why are the characters in conflict?

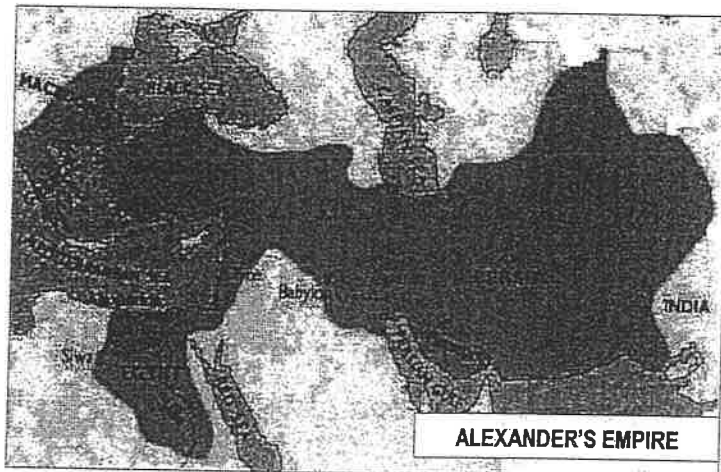




# Alexander the Great



- 359 B.C. Phillip II becomes king of Macedonia.
- 338 B.C. All Greek city-states (except Sparta) united under Macedonian rule.
- 336 B.C. Phillip II is assassinated. Alexander (his son) declares himself king.
- 334 B.C. Alexander marches into Persia with 40,000 Greek and Macedonian troops, freeing the Greek city-states from Persian rule as he goes.
- 332 B.C. Alexander marches into Egypt and frees the Egyptians from Persian rule.
- 331 B.C. Alexander marches into Mesopotamia and conquers the Persian cities of Babylon, Ssa, and Persepolis.
- 330 B.C. Darius (king of Persia) is murdered; Alexander declares himself king of Persia.
- 327 B.C. Alexander marches into India, but after 11,000 miles and many battles, his men refuse to go any further.
- 325 B.C. Alexander gives into his troops and begins the one-year journey back to Persia.



As Alexander marched through the Persian Empire, he spread Greek culture wherever he went. This time was become known as the Hellenistic Age from the root "*hellas*," the Greeks' word for their land. As Alexander and his armies marched through the Persian Empire, he encouraged his men to settle along the way and marry the local women. In fact Alexander arranged marriages for thousands of Greek and Macedonian soldiers to Persian women in the city of Susa, and he himself married the daughter of the Persian king, Darius.

As Alexander's empire grew, settlements throughout it were given Greek names, and new cities were built with large libraries to house Greek writings and art. Yet the people were allowed to continue their own forms of local government, so conquered groups were more cooperative. Alexander the Great's dream of uniting the ancient world under his empire, however, was never fulfilled. Alexander died in 323 B.C. at the age of thirty-three with no heir. His empire was divided among his top generals soon became three separate kingdoms.

Over time the culture of Alexander's empire changed as it mixed with local cultures and Asian influences. For example the Hellenists focus on the individual was lost to concerns of society and government. The classic Greek love of beauty and simplicity gave way to more realistic sculpture and paintings. People also began to turned away from Greek mythology to practice religions from the Middle East and Asia. Advances in science, medicine, and mathematics continued through the Hellenistic age with new discoveries in physics, astronomy, and engineering.

Though Alexander was never able to complete his dreamed-of empire, in his attempts to do so, he changed a large part of the world. Because of Alexander the Great, the influence of the Ancient Greeks was spread and saved. Had it not have been for him, the cities, the libraries, the rich culture of the Ancient Greek people might have been lost forever.

Name: \_\_\_\_\_

# In Memoriam



**DIRECTIONS:** Alexanders death came as a blow to his Hellenistic Empire. You have been called upon to write his eulogy speech. Use information from the reading and research as needed using the note taking form below to plan, and then write about him, including AT LEAST:

About him: full name, title, details of birth, life, death, etc:

Summary of accomplishments:

His legacy (what he will be remembered for):

One or more quotes you think sums up his life/purpose:

Anything else?

**EXTENSION:** Create a collage, drawings, a poster, or other object to celebrate the young Hellenist and his life to be displayed at his funeral

## Summer and Winter: Seasons Activity (2)

Directions: Use the following pictures to complete the Student Exploration Sheet for NTI Day 23.

### Activity B: Southern Seasons

Figure A:

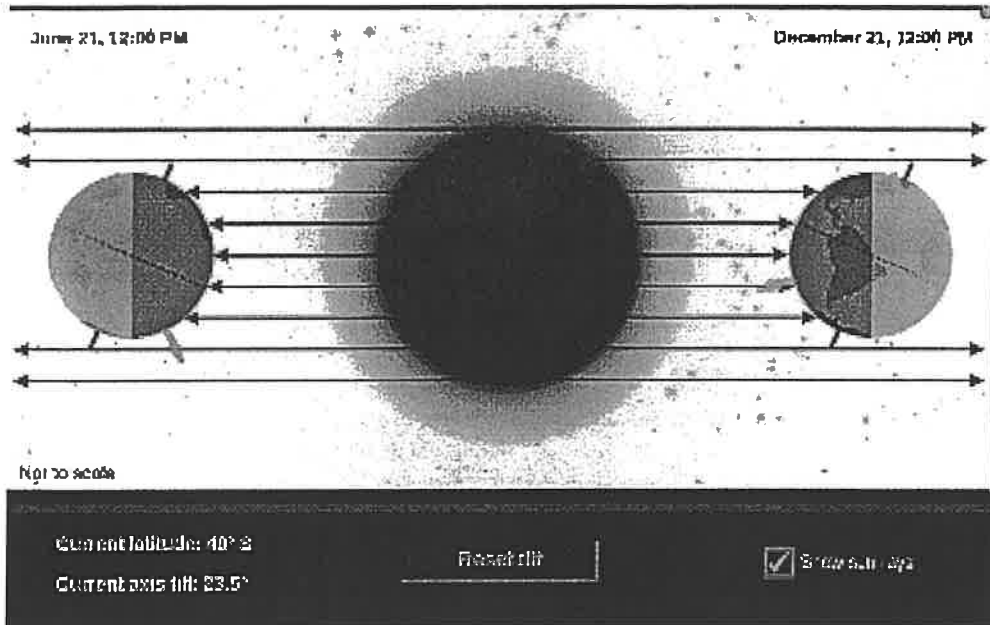


Figure B:

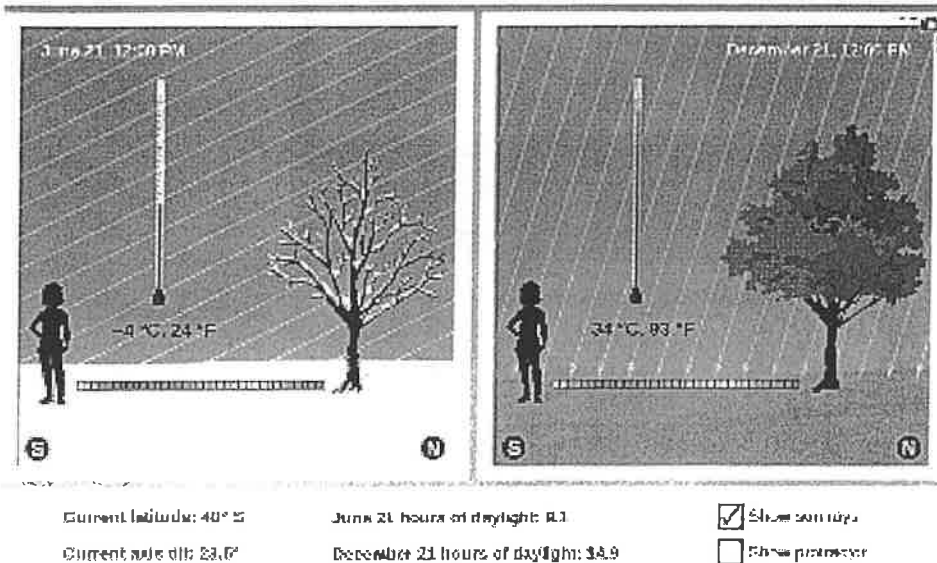




Figure F:

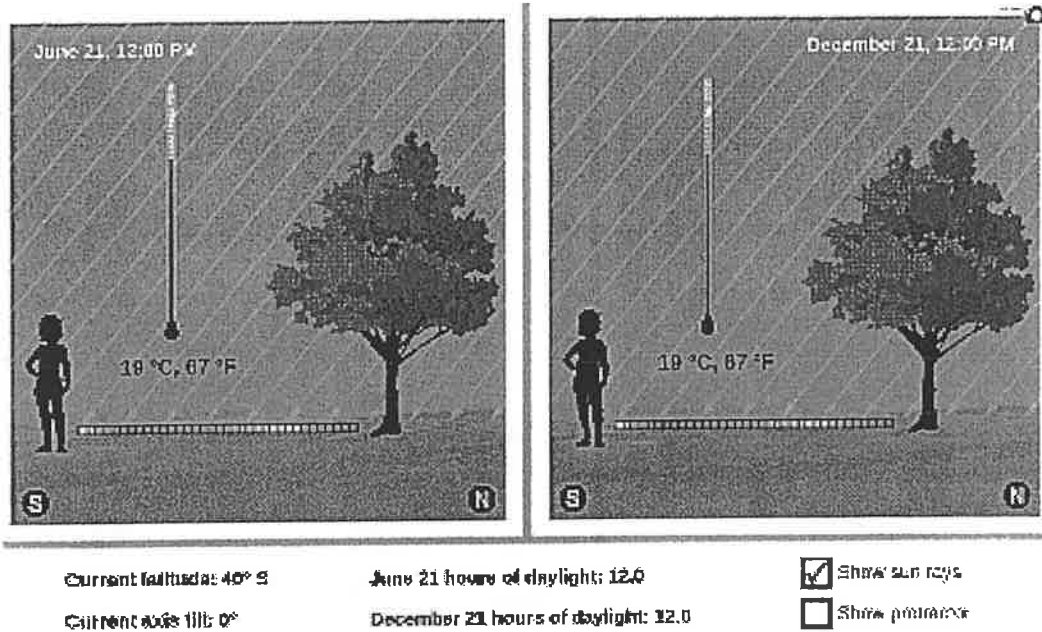


Figure G:

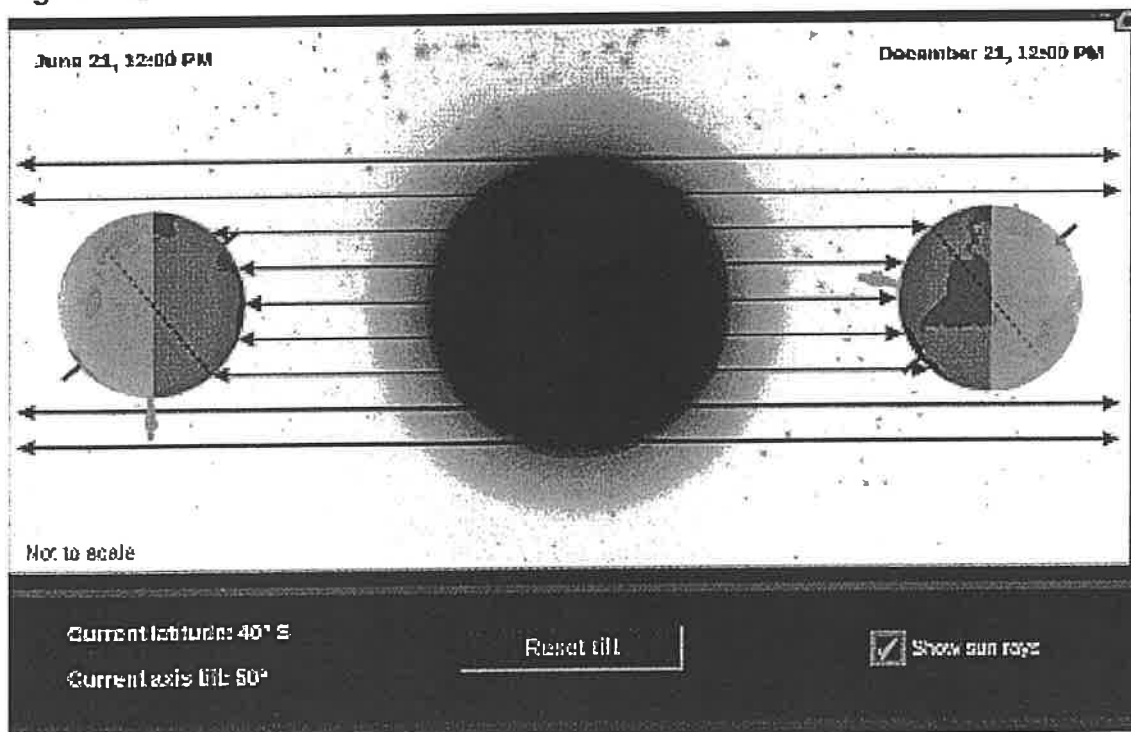
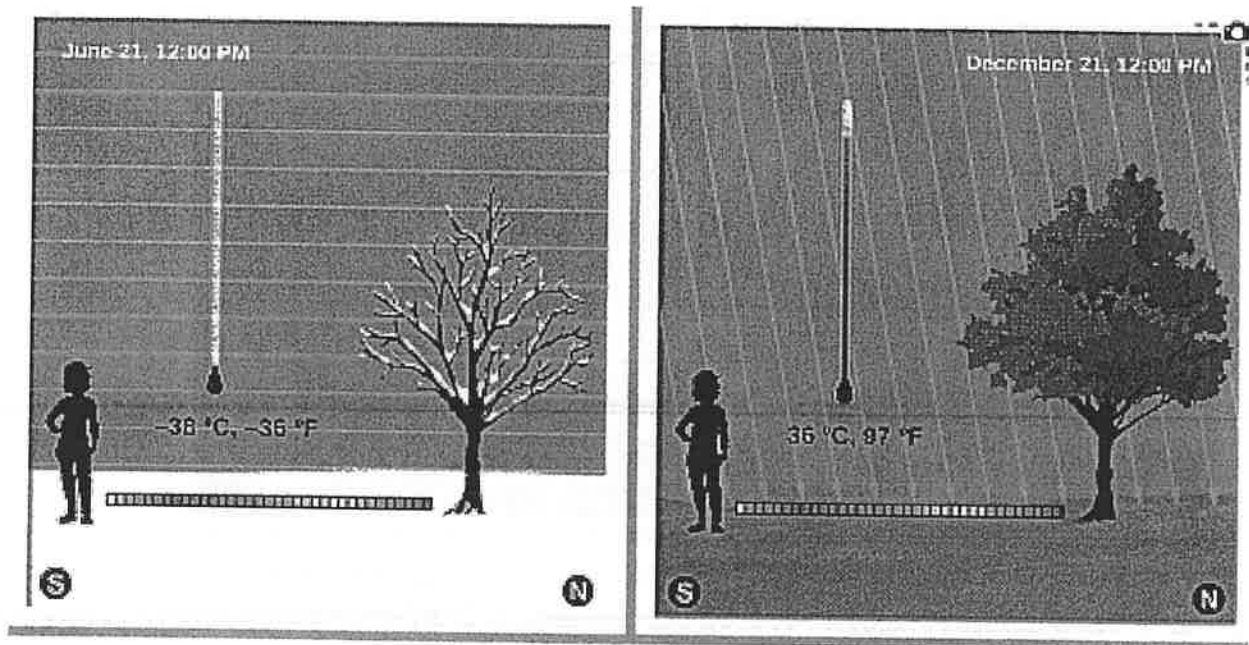


Figure H:



Current latitude: 40° S

June 21 hours of daylight: 0.0

☒ Show sun rays

Current axis tilt: 50°

December 21 hours of daylight: 24.0

☐ Show protractor

## Activity C: Extreme Seasons

Figure A:

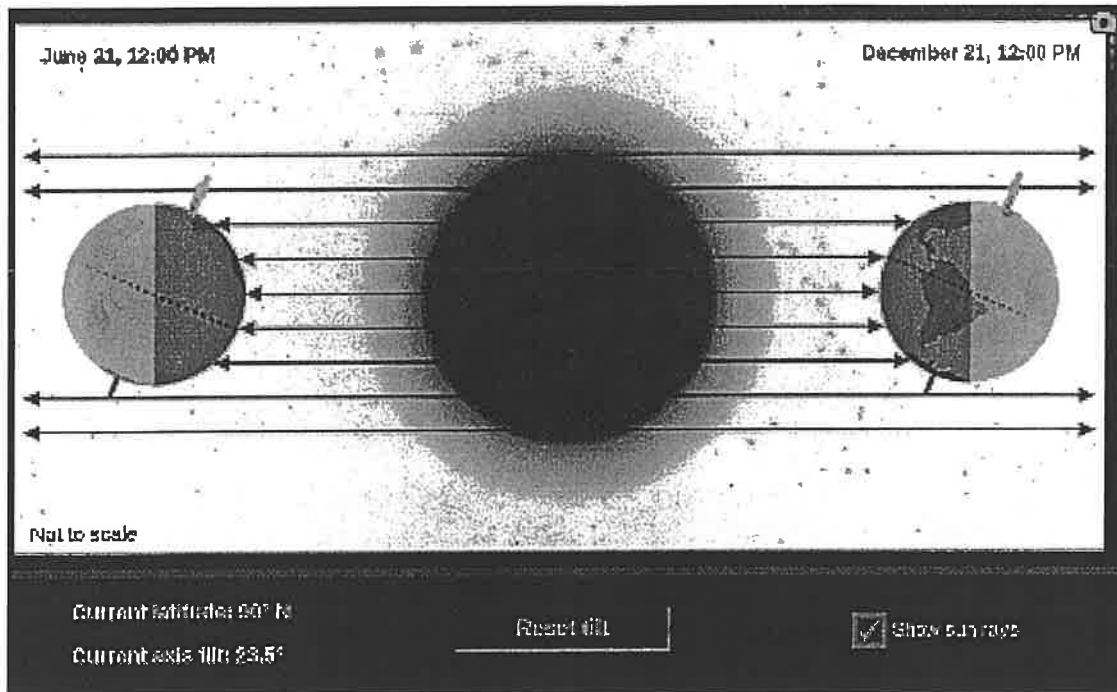


Figure B:

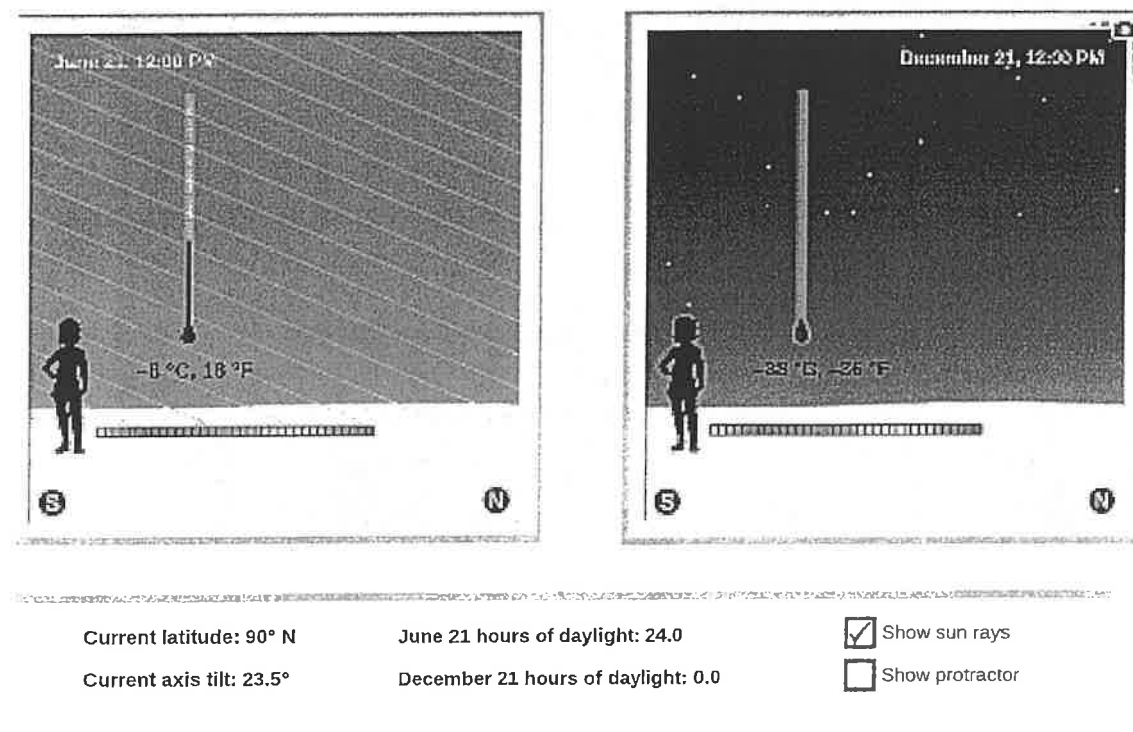




Figure C:

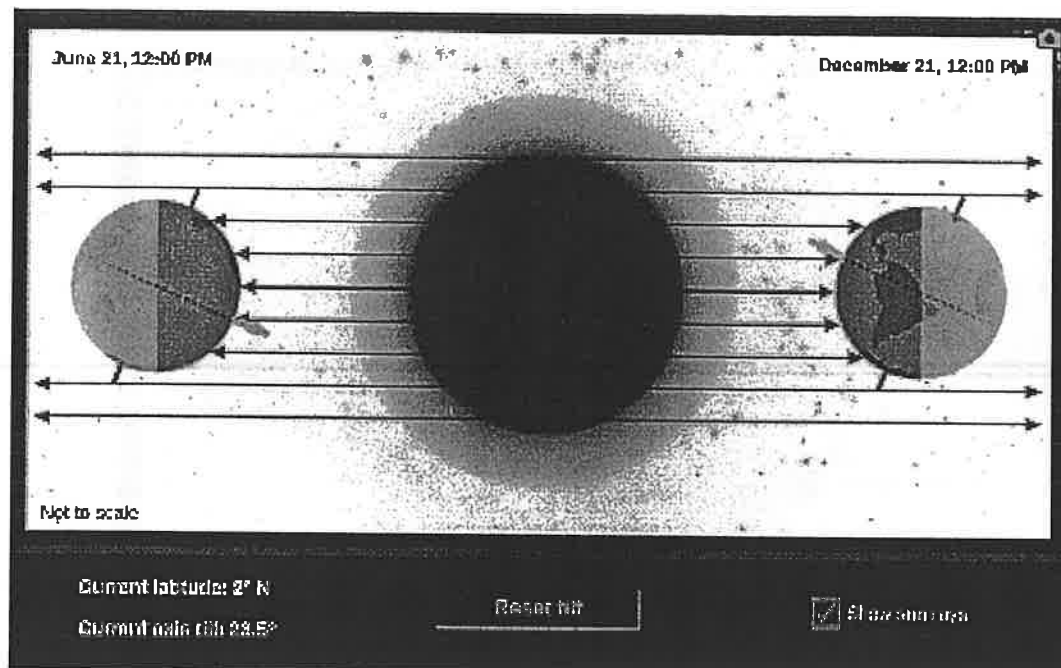
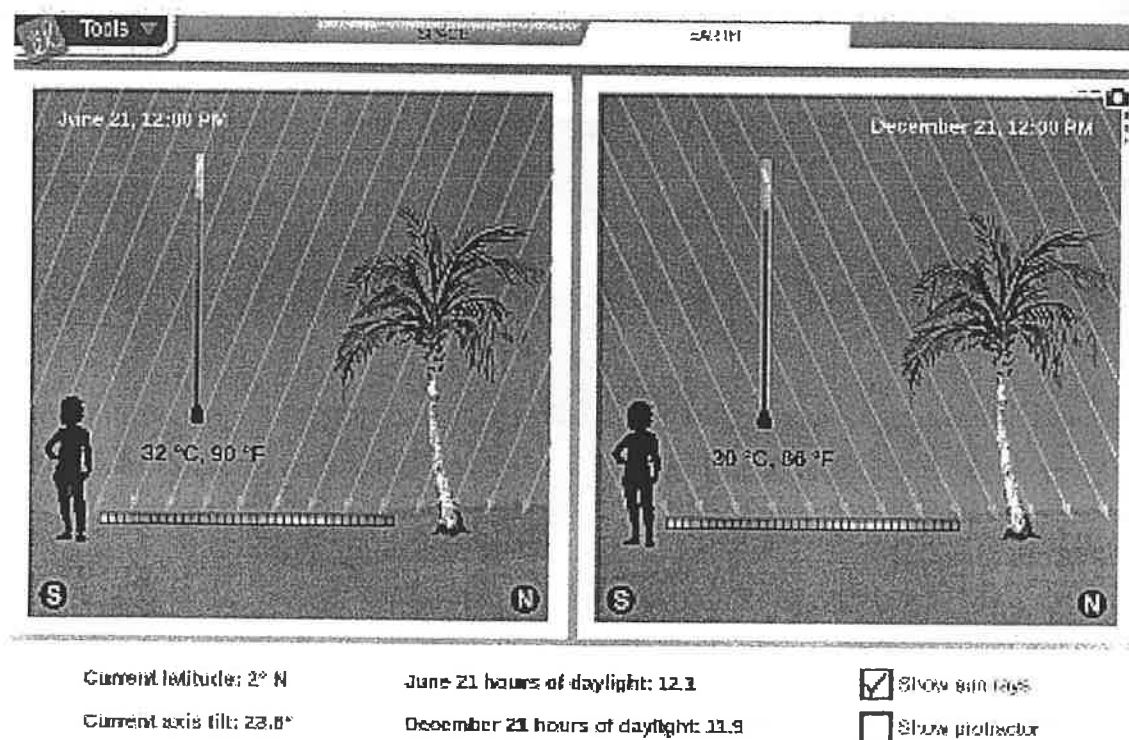


Figure D:





Activity B: Southern seasons		
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**Question: What are seasons like in the southern hemisphere?**

1. Form hypothesis: Look at how the Sun rays hit the person in the southern hemisphere on June 21 and December 21. (Figure A) Which date do you think is warmer? Why?

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2. Collect data: Use Figure B-D to fill in the information for the latitude 40° S, on June 21 and December 21. (The angle will be between 0 and 90 degrees.)

Date	Rays on panel	Temp. (°C)	Daylight hours	Sun ray angle
June 21				
December 21				

3. Analyze: What is the first day of winter in the southern hemisphere? \_\_\_\_\_

What is the first day of summer in the southern hemisphere? \_\_\_\_\_

4. Draw conclusions: How are seasons in the southern hemisphere related to seasons in the northern hemisphere? \_\_\_\_\_

5. Extend: Look at Figure E and F with the **axis** at 0° (straight up and down). How does this affect seasons on EARTH? \_\_\_\_\_

Apply: What would seasons be like if Earth's axis were tilted *more* than 23.5°?(Figure G and H)

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Activity C: Extreme seasons		
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**Question: What are seasons like at the poles and equator?**

1. Collect data: See figure A and B for Activity C. Fill in the data for the North Pole, on June 21 and December 21.

Date	Rays on panel	Temp. (°C)	Daylight hours	Sun ray angle
June 21				
December 21				

2. Analyze: What do you notice about the seasons on the North Pole? \_\_\_\_\_

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3. Collect data: Using Figures C and D fill in the table for someone located at the equator.

Date	Rays on panel	Temp. (°C)	Daylight hours	Sun ray angle
June 21				
December 21				

4. Analyze: What do you notice about the seasons on the equator? \_\_\_\_\_

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5. Draw conclusions: Describe what June 21 and December 21 would be like on the North Pole and the equator. \_\_\_\_\_

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## 6th Grade Maroon and Gold - NTI Day 24 Checklist

Required Assignments: The following assignments should be completed for NTI Day 24. These assignments are required for all students!

\_\_\_\_\_ MATH - Dot Plot Worksheet

\_\_\_\_\_ ENGLISH LANGUAGE ARTS - **Assignment:** Describe the mood and setting of the movie. Mood is the general feeling a piece of literature or movie gives someone. What was the mood or what were the moods of the movie you watched on Day 21? Describe what techniques were used to create the mood (lighting, music, weather, etc.). Detail the setting of the movie, but please remember that the setting is made of TIME and PLACE. **Alternate:** Do the above assignments based on the reading passage you read on day 21.

\_\_\_\_\_ SOCIAL STUDIES - Today we will moving on to Rome! You need to complete the vocabulary worksheet. The definition is given. You must write a complete sentence and draw a simple sketch for each word.

\_\_\_\_\_ SCIENCE - Complete your daily Moon Phase Calendar. Complete Part A of the Space Science Study Guide

\_\_\_\_\_ 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



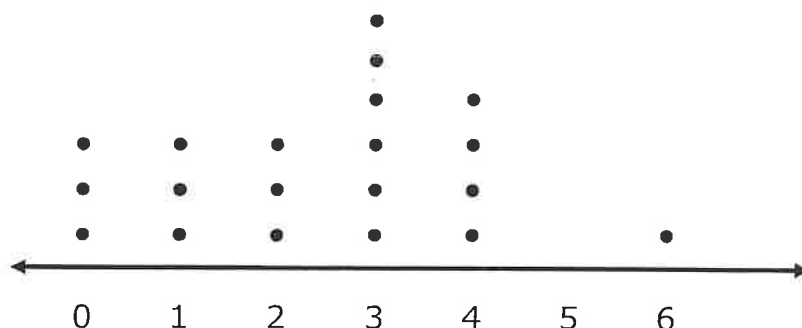


Name \_\_\_\_\_

Day 24

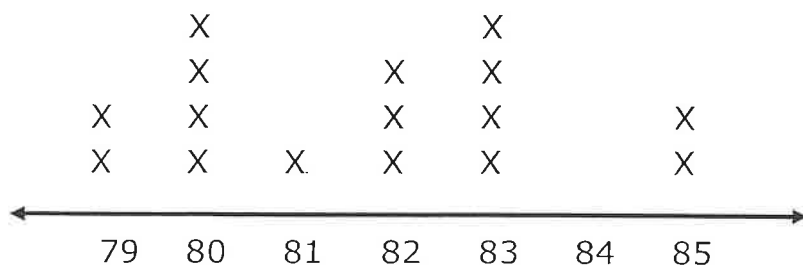
Dot Plot Worksheet

1. The students in one social studies class were asked how many brothers and sisters (siblings) they each have. The dot plot here shows the results.



- a. How many of the students have six siblings?  
b. How many of the students have no siblings?  
c. How many of the students have three or more siblings?

2. The resting pulse rates were recorded for 16 boys in gym class before they exercised. The line plot here shows the results.



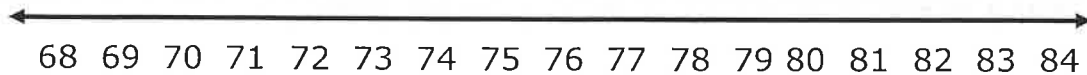
- a. What is the range of the pulse rates?  
b. How many boys had a pulse rate over 81?  
c. How many boys had a pulse rate of 83?

- d. How many boys had a pulse rate of at most 82?  
 3. The height's of 20 basketball players, in inches, are given below.

**68, 70, 70, 71, 75, 80, 81, 82, 84, 75**

**75, 80, 75, 77, 75, 80, 83, 80, 71, 70**

- a) Make a **dot plot** using the number line below.



- b) What is the spread (range) of the data?  
 c) What is the mode of the data?  
 d) How many players are greater than 70 inches tall?

4. The ages of 22 students in a karate class are given below.

**11, 5, 9, 13, 8, 9, 9, 11, 10, 8, 6, 7,**  
**12, 11, 13, 12, 7, 6, 11, 12, 10, 8**

a) Make a **line plot** using the number line below.



b) What is the spread (range) of the data?

c) What is the mode of the data?

d) How many students are *at least* 10 years old?





Day 24: Mood and Setting.

Describe the mood of the movie or story you read. Please give good descriptions as you explain the mood.

If you watch the movie, what film techniques were used to create the mood? Think about weather, lighting, and music.

If you read a story, what elements were used to create the mood? (word choice, dialogue, etc.)

Give a detailed description of the setting. Be sure to include BOTH time and place, please.



Name: \_\_\_\_\_

**ROME VOCABULARY**

**Directions:** Read the vocabulary word and its definition below. Next, use the word in a complete sentence. Your sentence must include the vocabulary word, must use the word correctly, cannot be the definition restated or copied directly from google. It must be an original sentence. Next, you should include an image that shows that you understand what the word means. Your picture can be a detailed illustration or a simple sketch or symbol.

WORD	SENTENCE	ILLUSTRATION
<b>Peninsula</b> Land surrounded by water on 3 sides		
<b>Republic</b> A system where citizens vote for their leaders		
<b>Patricians</b> Wealthy landowners in ancient Rome		
<b>Plebeians</b> Poor farmers and craftspeople in ancient Rome. The majority of people in Rome were plebeians.		
<b>Tribunes</b> Representatives elected by plebeians who fought to protect the rights ordinary citizens		

<p><b>Consul</b> One of two chief leaders elected in Rome. Consuls served for one year.</p>		
<p><b>Veto</b> To reject, or to vote no</p>		
<p><b>Pantheon</b> A group of gods</p>		
<p><b>Legionnaires</b> A professional soldier in ancient Rome.</p>		
<p><b>Emperor</b> The supreme ruler of the empire</p>		

## Part A

### Solar System:

1. Which two planets neighbor Earth in the solar system?
2. Planets travel around the Sun in this shape.
3. The four planets closest to the Sun, are called the \_\_\_\_\_.  
The four planets furthest from the Sun, are called the \_\_\_\_\_.
4. How long does it take Earth to rotate around the sun once?
5. What causes the planets to remain in orbit around the Sun?
6. In most cases, what happens to the size of the planets as you get further from the sun?
7. Which of Earth's motions, in space, is responsible for day and night?
8. Earth's axis sits on a tilt of \_\_\_\_\_.
9. During the December solstice, what season is the Northern Hemisphere experiencing?
10. How would the seasons be different if the Earth were not tilted on its axis?
11. Which way does the Earth move around the Sun?
12. In terms of orbit, the Earth is to the Sun as what is to the Earth?
13. What happens during a lunar eclipse?
14. What happens during a solar eclipse?

**Seasons:**

15. Which angle of sun rays would provide the warmest temp? (25 degrees or 75 degrees)
16. Why does Earth have seasons?

## **6th Grade Maroon and Gold - NTI Day 25 Checklist**

**Required Assignments:** The following assignments should be completed for NTI Day 25. These assignments are required for all students!

\_\_\_\_\_ MATH - Line Plot Activity / Statistics Quiz

\_\_\_\_\_ ENGLISH LANGUAGE ARTS - **Assignment Options:** Please pick one of the following options based on the movie or reading passage you did on Day 21: 1. Graphic Novel: turn your movie or passage into a graphic novel. Please use the worksheet provided as a guideline. Also, watch the following clip to help if needed: [https://www.youtube.com/watch?v=iPBjrpYU7\\_0](https://www.youtube.com/watch?v=iPBjrpYU7_0) 2. Rewrite the ending! Now is your turn to recreate the movie's end (or passage you read). How would you tell this story? What would you change? 3. Lights, Camera, Action! Film a scene from the movie or create a scene from the reading. Have someone film you (and other actors - social distancing, of course) and email to your ELA teacher. 4. Draw any scene from the movie or passage and color it. Mood & setting must be accurate.

\_\_\_\_\_ SOCIAL STUDIES - Complete The Roman Empire map activity. There is a short reading plus a map and questions.

\_\_\_\_\_ SCIENCE - Complete your daily Moon Phase Calendar. Complete Part B of the Space Science Study Guide

\_\_\_\_\_ 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

\_\_\_\_\_ Science: Unit Kahoot Challenge to review Moon Phases, Solar System, Tides, and Seasons. Visit [www.Kahoot.it](http://www.Kahoot.it) and enter game code 0792794 to review the entire unit.





Name: \_\_\_\_\_

Date: NTI Day 25

Today you are going to ask the **Statistical Question**: What are my friends and family members' favorite color?

**Please observe social distancing.** We would prefer for you to call, text, facetime, or ask family members living in your home. We want you to limit your answers to **NO MORE** than 10 friends or family members.

Next you will create a **Line Plot** to display your **Categorical Data**.

Use this with the  
next page -- Line Plot  
Activity.

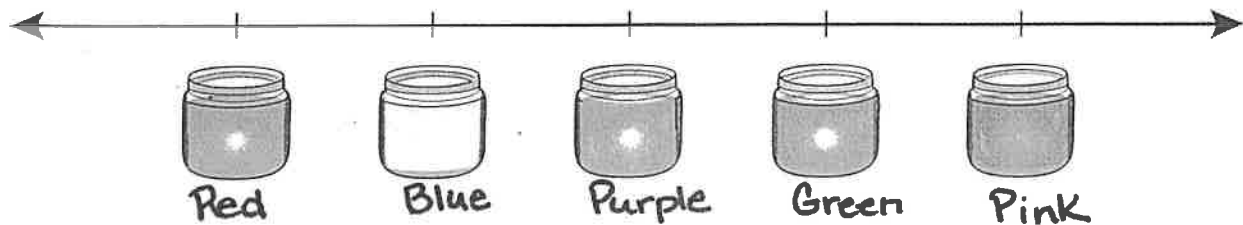


Name: \_\_\_\_\_

Score: Day 25

# Line Plot Activity

Are you a true-blue friend? Take a survey among your friends to find their favorite colors. Collect the data and make a line plot.



1) Which color is most favored among your friends? \_\_\_\_\_

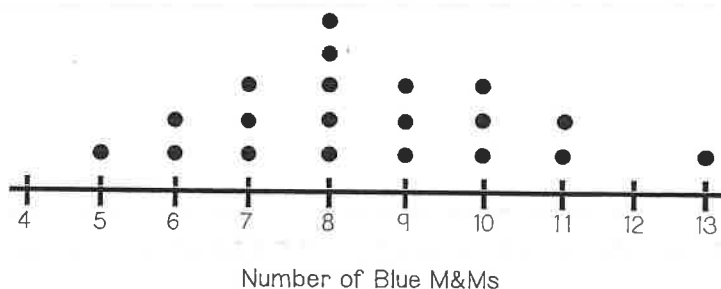
2) How many friends did you survey in all? \_\_\_\_\_

## STATISTICS QUIZ

Read the questions below. Determine if it is statistical (yes) or not (no).

1. How many pairs of tennis shoes do the students in our school have?
2. How often do you play football?

Answer questions 3 – 6 using the dot plot below.



### Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

3. Which of the following statements is a true statement about the number of blue M&Ms?

- A. 25 packages of M&Ms were sampled.
- B. The data is skewed right.
- C. The most common number of blue M&Ms in a package is 8.
- D. The median is 8.5.

4. How many bags of M&Ms were sampled?

- A. 20
- B. 22
- C. 25
- D. 30

5. Suppose the next five packages all had 13 blue M&Ms. How would this impact the distribution of the data?

- A. The center would move more towards the right.
- B. The center would move more towards the left.
- C. The data would be less spread out.
- D. The data would remain the same.

6. Which of the following statements describes the general shape of the data?

- A. The data is skewed left.
- B. The data is skewed right.
- C. The data is symmetrical.
- D. The data is spread out.

Day 25: You need to complete one of the following options:

Option 1: Graphic Novel Clip of movie or reading. There is a handout attached for that option.

Option 2: Rewrite the ending of the movie or story.

Option 3: Film a scene of any part of the movie or story.

Option 4: Draw a scene.

\*\*Options 2-4 can be completed on the back of the Movie Analysis Worksheet.

\*\*\*\*Please read your assignment sheet again, page one of packet, for more information on the options above!









# Day 25: Journal Option Graphic Novel Template

The template consists of five empty rectangular panels with black borders, designed for a graphic novel. The layout is as follows:

- A large vertical rectangle on the left side, occupying the top-left and middle-left areas.
- A smaller horizontal rectangle in the top-right corner.
- A large horizontal rectangle in the center-right area, overlapping the bottom of the left vertical rectangle.
- A horizontal rectangle on the bottom-left, below the middle-left rectangle.
- A horizontal rectangle in the bottom-right corner, below the center-right rectangle.



Day 25: Please complete work here for  
options 2 through 4. (Choose 1 only)



Name \_\_\_\_\_

Date \_\_\_\_\_

# The Roman Empire



Read the paragraph for background information. Then use the map to answer the questions.

**R**ome was located at a crossroads of major trade routes and became a major center of trade. The Romans are remembered as great soldiers, engineers, and architects. They developed domed roofs for buildings and the use of concrete as a building material. Some ancient Roman structures still stand today.

Rome conquered vast numbers of people. In order to keep control they used two methods. First, they left a lot of soldiers around to keep the peace. Second, they tried to make the people there as Roman as possible by encouraging them to worship Roman gods, speak and read Latin, and dress, eat, and live like a Roman. Finally, to keep all these parts of the empire connected with Rome, the Romans build many miles of roads. These roads were designed to last forever. Many of them were still in use until the late 20th century.

There were so many people in the cities that water was scarce. The Romans built aqueducts to bring water from distant wells or springs into the cities. The aqueducts carried water long distances through mountains and dry areas. Sewers carried wastes away from the city. This helped keep the Romans healthy, too.

1. What were the names of the two walls north of Britain that protected the southern half of the island from the fierce Caledonians? \_\_\_\_\_
2. What is the name of the structures that carried water from wells to cities? \_\_\_\_\_
3. What is the name of the river that crosses the prime meridian at approximately 48°N? \_\_\_\_\_
4. Estimate the latitude and longitude of Alexandria. \_\_\_\_\_
5. What city is approximately 200 miles north of Judea? \_\_\_\_\_
6. If you travel from Cologne to Marseille, in which direction will you be traveling? \_\_\_\_\_
7. What is the approximate distance from Lyons to Rome? \_\_\_\_\_
8. If you left Carthage by sea and traveled east, which port would you first pass? \_\_\_\_\_
9. What does the area shaded in slanted lines represent? \_\_\_\_\_
10. Which two rivers form the border of much of the northeastern part of the empire? \_\_\_\_\_

## KEY

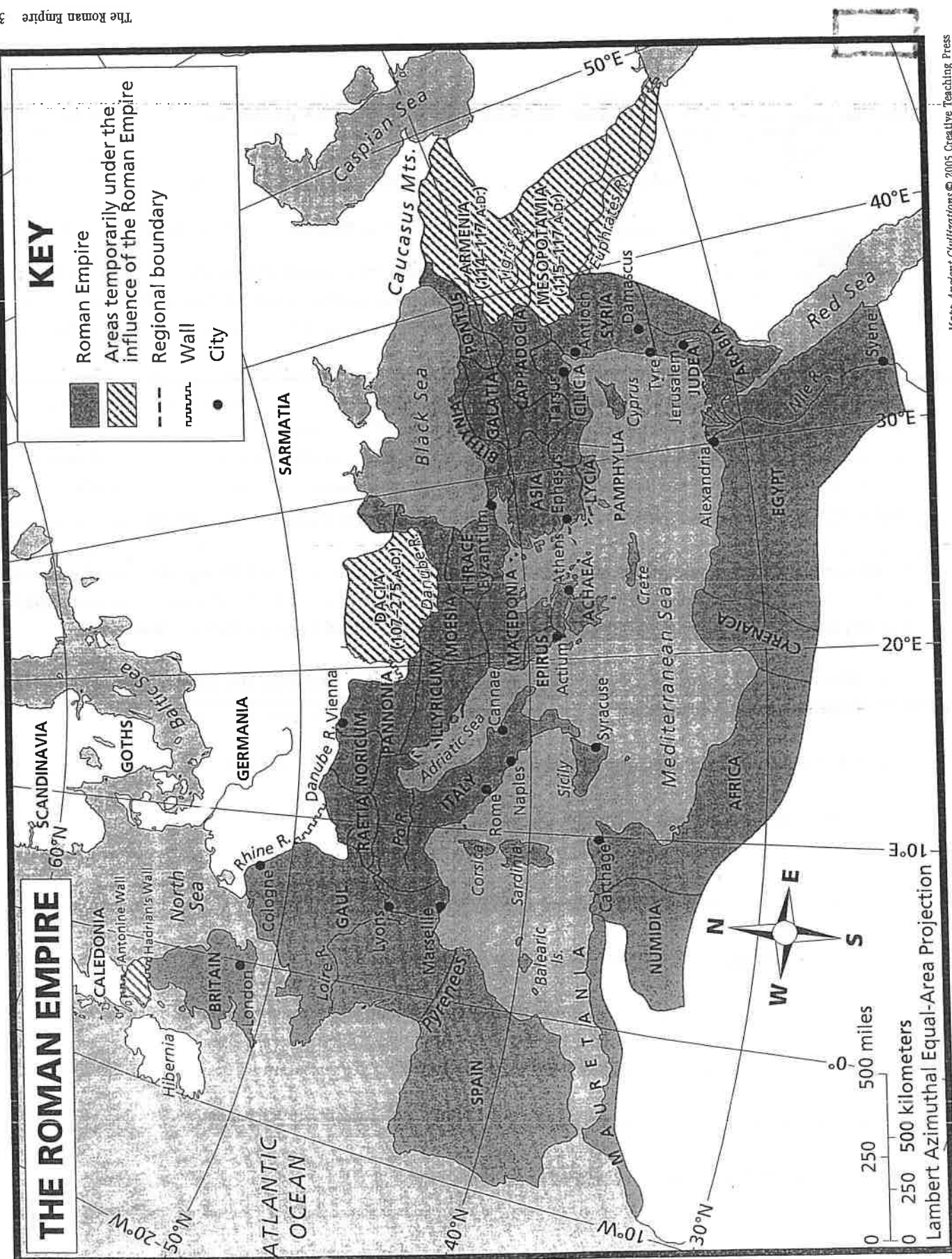
## Roman Empire

### Areas temporarily under the influence of the Roman Empire

Regional boundary

Wall

City



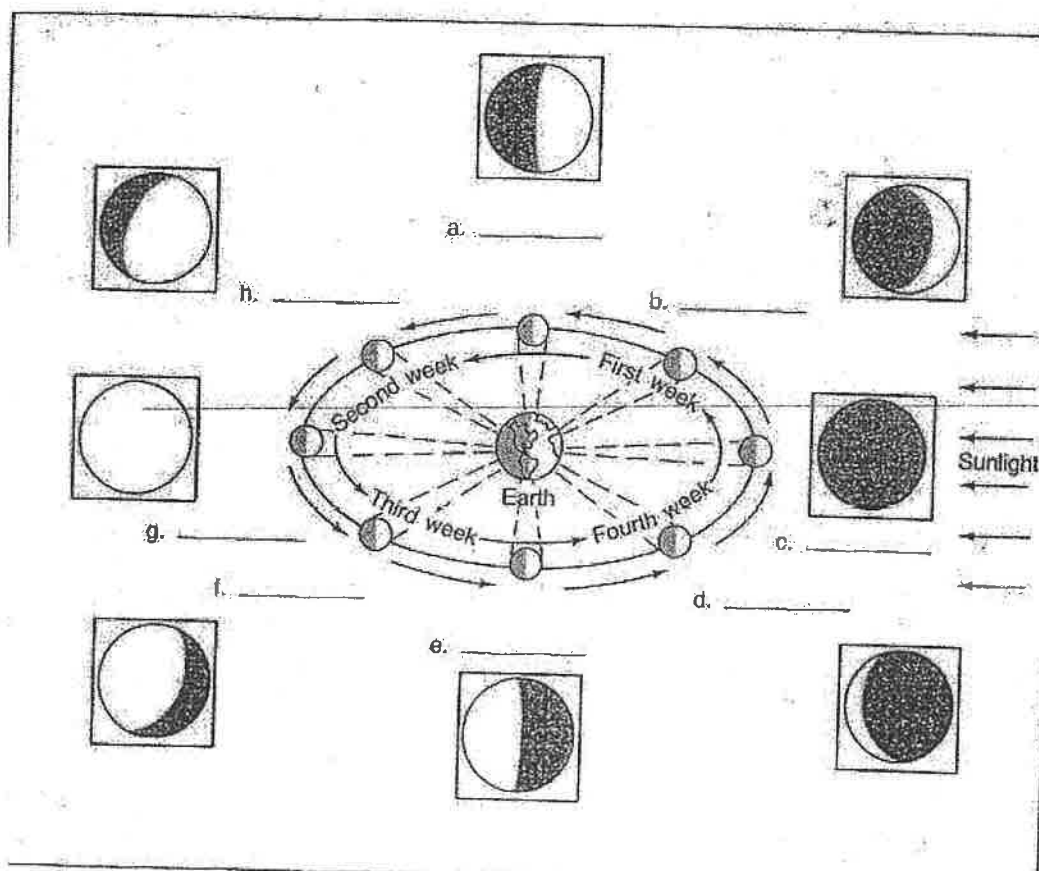
## Part B

17.

Earth's Seasons in the Northern Hemisphere			
Day in the Northern Hemisphere	Approximate Date Each Year	Length of Daytime	Hemisphere That Is Tilted Toward the Sun
Summer Solstice		Longest Daytime	
	September 21		Neither
		Shortest Daytime	Southern
Vernal Equinox		Equal Day and Night	

Moon Phases:

18. Identify the moon phases.



**Tides:**

19. What is a tide?
20. How many high tides or low tides does a coastal area have in one day?
21. When does a spring tide occur?
22. When does a neap tide occur?
23. Describe the water levels during a spring tide.
24. Describe the water levels during a neap tide?
25. Which type of tide occurs because the Sun and Moon work together in line with Earth?
26. Which type of tide occurs because the Sun and Moon work against each other at a right angle with Earth?



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Remind 101 codes: Text the appropriate code to 81010  
6th grade: @hill6hcm  
7th grade: @hill7hcm  
8th grade: @hill8hcm

YOU MUST USE YOUR SCHOOL E-MAIL ADDRESS TO GET ON GOOGLE CLASSROOM

Firstname.lastname@stu.harrison.kyschools.us

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

## Explore

Fine dining restaurant for a well-rounded mind.  
NTI 21-25

Choose 1 of the following activities to complete during the week of April 13th through the 17th.

Each student in the school must complete this assignment!

Appetizer  
Health

Explore the ins and outs of infectious disease and discover how to prevent the spread of diseases!



Main Course  
Art

Explore the 5 purposes for art while incorporating your experiences with COVID-19!



Dessert  
Music

Explore the excitement of product creation while making your own instrument using recycled items!



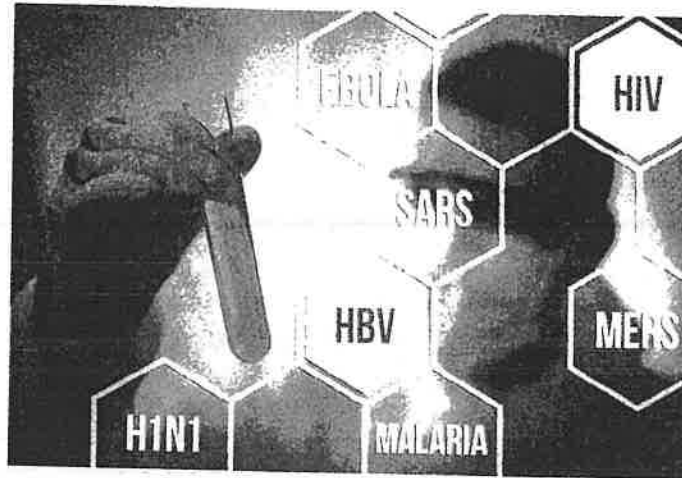
Contact information for each teacher found on the next page!

# NTI Days 21-25

## HEALTH

### INFECTIOUS DISEASE

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© [ciid.washington.edu](http://ciid.washington.edu)

#### Infectious vs. Noninfectious Disease

Infectious diseases are diseases caused by pathogenic microbes (pathogens) such as bacteria, viruses, protists (protozoa), and fungi. As such, they have the ability to spread from one host to another in a variety of ways. It is important to note, however, that not all microbes are pathogenic. The human body contains thousands of species of bacteria, fungi, and protozoa that are beneficial and important for the proper operation of biological processes such as digestion and immune system function. On the other hand, truly pathogenic microbes have a single goal - survive and multiply at all cost, typically resulting in illness for the host organism.

Noninfectious diseases, by contrast, are diseases that do not involve pathogens. These diseases do not spread from one host to another due to the lack of pathogenic involvement. Noninfectious diseases are typically the result of genetic mutation, environmental conditions (e.g. exposure to the sun's ultraviolet rays), accidents, or lifestyle habits (e.g. smoking, poor dietary choices, lack of exercise).

#### Types of Pathogens

As stated earlier, pathogens - also sometimes referred to as germs - are microscopic, living organisms that have the ability to cause illness and spread the illness from one host to another. All living organisms fall into one of two categories depending on the fundamental structure of their cells: prokaryotes and eukaryotes. Prokaryotic organisms are made up of cells that lack a cell nucleus or any membrane-encased organelles. Most prokaryotes are unicellular (made up of one cell) but a few are multicellular. Bacteria belong to the prokaryotic group. Eukaryotic organisms are made up of cells that possess a membrane-bound nucleus containing genetic material (DNA). All animals are eukaryotes. Pathogenic eukaryotes include fungi and protozoa. There are four major types of pathogens: bacteria, viruses, protozoa, and fungi.

**Bacteria** are single-celled organisms that cause disease by producing toxins. They are responsible for diseases such as strep throat, pneumonia, tuberculosis, and cholera to name a few. Endotoxins are components of the bacterial cell wall that are released as a result of the deterioration or death of the bacteria. These toxins can cause symptoms such as fever, changes in blood pressure, septic shock, organ damage, and death. Exotoxins are produced and released into the environment by the bacteria. There are three types of exotoxins - cytotoxins, neurotoxins, and enterotoxins. Cytotoxins damage and destroy certain types of body cells. *Streptococcus pyogenes* (bacteria that causes strep throat) produces a cytotoxin capable of destroying blood cells, damaging capillaries, and producing symptoms associated with flesh-eating disease. Neurotoxins are poisonous substances that affect the nervous system and brain. *Clostridium botulinum* (botulism) releases a neurotoxin that causes muscle paralysis. Enterotoxins affect cells of the intestines and are capable of causing severe vomiting and diarrhea. *Escherichia* (E. coli) is a typical enterotoxin-producing bacteria.

**Viruses** are the smallest of all pathogens and can cause a multitude of diseases ranging from the common cold, the flu, the recently discovered novel coronavirus (COVID-19), Ebola, and AIDS. Viruses are unique in the sense that they are not living cells but are, instead, segments of DNA or RNA encased within a protein envelope. They infect certain body cells, high-jacking the cell and causing it to produce more viruses at a rapid rate. The influenza virus, for example, infiltrates the respiratory system's tissues resulting in symptoms that make breathing difficult. The rabies virus attacks central nervous system tissues (brain) and the hepatitis viruses have an affinity for the liver. HIV, which leads to the disease known as AIDS, attacks the CD4<sup>+</sup> lymphocytes of the immune system.

**Fungi** are eukaryotic organisms such as yeasts and molds. Fungal infections tend to be rare in humans and are typically the result of a breakdown of a physical barrier (skin, mucus membrane) or a compromised immune system. Skin diseases such as athlete's foot and ringworm are caused by fungi. Some fungi, such as *Histoplasma*, can cause lung disease while others, such as *Stachybotrys* (black mold) and *Aspergillus*, can release neurotoxins that may lead to serious central nervous system disease.

**Protozoa** are tiny multicellular organisms of the animal Kingdom Protista that cause disease in humans by parasitically feeding off of their host. Protozoa are commonly transmitted to humans through contaminated soil, food, or water. They can also be transmitted by animals as well as insect vectors. Malaria is a common disease caused by the protozoa *plasmodium* which is transmitted by a mosquito bite. The amoeba *Naegleria fowleri* is a protozoa commonly found in freshwater habitats that has been referred to as the brain-eating amoeba due to causing the disease called primary amebic meningoencephalitis.

### **Infectious Disease Modes of Transmission**

Pathogens can be spread in a variety of ways. **Direct contact** involves the spread of pathogens by direct body-to-body contact. This can happen when a person with an infectious disease touches, kisses, coughs, or sneezes on someone who isn't infected. Pathogens can also be spread directly through the exchange of body fluids from sexual contact.

**Indirect contact** involves contact with a surface or substance that is contaminated with pathogens. Many germs can linger on an inanimate object, such as a tabletop, doorknob, or faucet handle.

Other forms of pathogen transmission include:

- **Animal to person (zoonotic).** Being bitten or scratched by an infected animal can lead to disease. Handling animal waste can also potentially lead to disease transmission. For example, you could potentially get a toxoplasmosis infection by scooping your cat's litter box if not done properly.
- **Mother to unborn child.** A pregnant woman may potentially spread infectious diseases to her unborn baby. Some germs are capable of passing through the placenta. Others can be spread through breastfeeding. Some examples of diseases that can be transmitted this way are AIDS, Zika, and syphilis.
- **Insect bites.** Some pathogens rely on insect vectors - such as mosquitoes, fleas, or ticks - to move from host to host. Mosquitoes can carry diseases such as malaria, the Zika virus, and West Nile Virus. Fleas played a major role in the Black Death (bubonic plague) pandemic of the mid 14th century that wiped out nearly a third of Europe's population. Deer ticks may carry the bacteria responsible for Lyme disease.
- **Airborne.** Highly contagious diseases such as the common cold, influenza, and tuberculosis can be spread as the pathogen is expelled from an infected person (coughing, sneezing, laughing, breathing). The pathogen can remain suspended in the air and then be inhaled by another person.
- **Foodborne.** Infectious disease can be transmitted through contaminated food. Diseases such as E. coli can be spread by eating undercooked food or through improper cleaning habits before or after handling contaminated foods.
- **Waterborne.** Some infectious diseases can be spread through consumption or contact with contaminated water.

**\*\*YouTube Video\*\***

Dr. Anthony Fauci says "everything is on the table" to fight spread of coronavirus; Face the Nation 3/15/20 (11:09)

[youtube.com/watch?v=NKwwh2lai2w](https://www.youtube.com/watch?v=NKwwh2lai2w)

## Treatment

- **Viral Infections** are typically treated with a **vaccination**. A vaccine is a preparation containing killed or weakened pathogens (such as bacteria or viruses) that is given usually by injection. This injection stimulates the immune system's production of antibodies in order to increase protection against a particular disease.
- **Bacterial Infections** are typically treated with **antibiotics**. An antibiotic is a medicine that is made from substances produced by one microorganism that selectively inhibits the growth of another (penicillin produced by a certain fungi). Some antibiotics are also created synthetically. Antibiotics have no effect on viral infections.

- **Fungal Infections** are typically treated using topical antifungal drugs. Topical antifungal drugs may include gels, creams, lotions, powders, sprays, or shampoos. Antifungal drugs can also be taken orally.
- Treatment for **protozoan infections** tends to vary depending on the type of infection. Oral medications, vaccination (as is the case for malaria), and supportive therapy (to combat the loss of body fluids and possible dehydration consistent with many protozoan infections) are the typical forms of treatment.

### Prevention Measures

- **Wash your hands.** This is especially important to do before and after preparing food, before eating, after coming into contact with potentially ill people, etc. A common way that germs can enter the body is when a person touches their eyes, nose, or mouth with unclean hands.
- **Prepare food safely.** To prevent cross-contamination, you should keep counters and other kitchen surfaces clean when preparing food. Foods, especially meat, should be cooked to the proper temperature. Leftovers should also be promptly refrigerated to reduce the risk of bacteria development.
- **Stay home when ill.** This will help prevent the spread of illness to uninfected people.
- **Get vaccinated.** Vaccination can drastically reduce the chances of contracting many diseases such as influenza, measles, chickenpox, etc.
- **Don't share personal items.** You should always use your own toothbrush, comb/brush, and razor. Also, avoid sharing drinking glasses and eating utensils.
- **Practice safe sex or choose abstinence.** It has been estimated that approximately 1 out of 5 Americans may have an STI (some unknowingly). Choosing abstinence virtually eliminates the risk of contracting an STI while practicing safe sex greatly reduces the chances.
- **Travel wisely.** If you plan to travel out of the country, talk to your doctor about any special vaccinations you may need.

### **\*\*YouTube Video\*\***

Why Dr. Fauci Never Misses a Flu Shot; NIAID 10/16/19 (8:19)

[youtube.com/watch?v=nZj9eY5IC98](https://www.youtube.com/watch?v=nZj9eY5IC98)

### Answer the following questions using the infectious disease notes.

1. Which is **NOT** a way to reduce the risk of contracting an infectious disease?
 

<input type="radio"/> A. choose abstinence	<input type="radio"/> C. inhaling pathogens from the air
<input type="radio"/> B. washing your hands often	<input type="radio"/> D. avoiding contact with infected people
2. Unicellular microorganisms that may cause diseases such as strep throat and E. coli are:
 

<input type="radio"/> A. viruses.	<input type="radio"/> C. fungi.
<input type="radio"/> B. bacteria.	<input type="radio"/> D. protozoa.

3. The smallest pathogens which attack only certain body cells causing them to reproduce the pathogen and cause diseases such as the common cold, flu, and AIDS are:
- ☐ A. viruses.
  - ☐ B. bacteria.
  - ☐ C. fungi.
  - ☐ D. protozoa.
4. A vaccine:
- ☐ A. is used to treat fungal infections.
  - ☐ B. is used to treat protozoan infections.
  - ☐ C. is effective 100% of the time.
  - ☐ D. is used to treat viral infections.
5. About 1 out of every \_\_\_\_ Americans may have an STI.
- ☐ A. two (50%)
  - ☐ B. five (20%)
  - ☐ C. ten (10%)
  - ☐ D. twenty (5%)
6. A medicine made from substances produced by another microorganism that slows the growth of bacteria is called a(n):
- ☐ A. antibiotic.
  - ☐ B. vaccine.
  - ☐ C. antibody.
  - ☐ D. ointment.
7. How are infectious diseases different from noninfectious diseases?
8. What are 2 strategies that you can use to protect yourself from infectious diseases?
9. According to Dr. Anthony Fauci, what are 2 proactive steps that can and should be taken to prevent the spread of COVID-19?
10. According to Dr. Anthony Fauci, is it possible to contract the flu virus from the flu vaccination? Why or why not?

Can a person still contract the flu virus after being vaccinated?

## INFECTIOUS DISEASE RESEARCH

**Directions:** Choose **one** (1) of the infectious diseases from the following list. Answer the questions fully and completely with regards to the disease that you chose.

- |                |                  |               |                  |               |
|----------------|------------------|---------------|------------------|---------------|
| •AIDS          | •Avian Influenza | •Chicken pox  | •Dengue fever    | •E. Coli      |
| •Ebola         | •Listeria        | •Lyme disease | •Malaria         | •Measles      |
| •Mononucleosis |                  | •MRSA         | •Plague          | •Pneumonia    |
| •Polio         | •Rabies          | •Salmonella   | •SARS            | •Seasonal flu |
| •Smallpox      | •Strep throat    | •Swine flu    | •West Nile virus | •Zika         |

Recommended websites to use include:

The Centers for Disease Control and Prevention [www.cdc.gov](http://www.cdc.gov)

The World Health Organization [www.who.int](http://www.who.int)

The Mayo Clinic [www.mayoclinic.com](http://www.mayoclinic.com)

The National Institute of Allergy & Infectious Disease [www.niaid.nih.gov](http://www.niaid.nih.gov)

Disease Name \_\_\_\_\_

1. What type of pathogen causes this disease?

**CIRCLE ONE:** bacteria   virus   fungi   protozoa

2. What is the name of the pathogen that causes this disease?

3. What are the symptoms associated with this disease?

4. How is this disease spread?

5. What is the treatment for this disease if a person were to catch it?
6. What are the prevention measures for this disease/how do you keep from getting it?
7. What is the estimated number of cases per year for this disease in the U.S.? Worldwide?
8. Where is this disease most likely to be found?
9. Based on your present environmental conditions & location, your lifestyle habits, and your potential risk factors, how likely are you to contract this disease? **WHY?**
10. List one other important fact about the disease you chose that you learned by doing this research assignment. (This answer must be different from anything that you mentioned in the previous nine questions.)



## ART-NTI LESSON (EXPLORE TEAM)

In this lesson you will learn about the five purposes of art: Ceremonial, Artistic Expression, Narrative, Functional & Persuasive.

### VOCABULARY

#### *PURPOSES OF ART=====*

1. Purposes for creating art-rules or reasons that art is made. Four purposes: Ceremonial, Artistic Expression, Narrative, Functional & Persuasive).
2. Ceremonial art Purpose-artworks created to support worship ceremonies, rituals and celebrations. (examples: church altars, baptism gowns, totem poles, etc.)
3. Artistic Expression Purpose art-artworks created to express or communicate emotions, ideas and feelings. (these can be any art form and any subject matter).
4. Narrative art Purpose-artworks that tell stories, describe and illustrate experiences, communicate ideas or information and document important or historical events. (examples are historical paintings of events & children's illustrated books).
5. Functional art Purpose-artworks that are artistic objects that are used in everyday life. (examples are: furniture, clothing, jewelry, lamps, automobiles, etc.)
6. Persuasive art Purpose-artworks that promote ideas, philosophies, or products (examples: advertising, marketing and propaganda)

#### INTRODUCTION OF ART LESSON

Artists make art for many reasons as listed above. During times of historical significance, such as what we are experiencing presently with COVID-19 creative individuals express themselves in response using varied art forms and media.

- Their art might fall into the category above listed as Narrative Art-art that tells a story or documents a historical event. They may create a 3D mobile or sculpture reflective of many aspects of the event. They may create a graphic novel or a series of pictures or paintings narrating what took place.
- As well, the art might be categorized as Artistic Expression-where the artist is conveying their feelings toward the event and how it makes him/her feel. Maybe they create a portrait of themselves or their family to show the emotion of how they expressed their feelings. This might be done with photography, drawings or paintings. The artist might take an approach much like that of artistic expressionist artist, Jackson Pollock, and use significance through the colors of paint and how he applies them to a canvas.
- The art could take on a Ceremonial purpose if it is created in some type of a ritual. For instance maybe the artist creates a piece of art that is a charm or piece of jewelry of some sort to be worn as a remembrance of the event & certain actions are performed in the wearing or using of the piece,
- The art could be Persuasive in the form of a poster that is promoting proper hand washing or outlines good practice in proper distancing.
- Lastly maybe the art fits into the category of Functional as it is a bench placed in a park to signify the historical context but is also useful.

## THE ART PROJECT

**WHAT YOU WILL DO:** Create an artwork or series of artworks reflective of COVID-19 & its impact upon you, your family, our community, our country or our world.

**PART ONE:** You will create a piece of art or a series of artworks that fulfill one or more of the outlined art purposes (from the other side of this page). You may use any art form (painting, printmaking, drawing, sculpture, mobile, weaving, etc.), depending on what materials you have available to you. It is preferable that you use resources that you already have and not go out and purchase anything new. For instance, why not use toilet paper or paper towel rolls....not only is this a good, usually throw away resource; it also has a lot of significance to the COVID-19 event in that toilet paper and paper towels seem to be something of extremely great value at the moment. Use graphite (pencil), marker, paint, whatever you have if you decide to draw or paint. Remember, you can draw or paint on the backs of food boxes such as cereal boxes if you don't have paper. If you decide to do something using photography you can submit it using technology in the form of a google slide presentation or use google drawing as well-if you have access to technology and know how to use this resource. If you want to use these resources please contact me for help (if you have access to the internet from home).

As mentioned earlier, you could create a graphic novel and make this a narrative work of art. Remember, all of you were introduced to artist/author Nathan Hale (<https://www.nathanhaleauthor.com/>) earlier this year when we went to the highschool for his assembly. I have placed mini sketchbooks in the front foyer at HCMS for students to pick up. I plan to continue to replenish this as long as I have extra donated paper available.

**PART TWO:** After you have created your art you will need to submit a paragraph as a reflection about your art work. You can either do so on paper or you may submit it through my google classroom where you will find a goggle form to complete as your reflection. You are welcome to photograph your art and submit it to me through google classroom also and/or Artsonia.com. If you are unable to do so electronically, you will submit the actual art or a photo of your art upon returning to school.

I am very excited about this art project as I believe this will all become a part of history. You are living history right now, whether you realize it or not. And always remember, "We will get through this, we will be o.k."

**Best wishes to all of you during this abnormal time. Please connect with me through**

- email at [debbie.pulliam@harrison.kyschools.us](mailto:debbie.pulliam@harrison.kyschools.us)
- google classroom <http://classroom.google.com/> using the code vxv5b47
- my teacher website at <https://sites.google.com/harrison.kyschools.us/hcmsart/home>
- Sign up for Remind: [www.remind.com](http://www.remind.com) My code is: bbkk38 (NTI-Pulliam-art updates)
- Zoom App: please visit my website & google classroom page, if at all possible, so that you will know when I have scheduled a Zoom meeting. (This allows us to video chat with each other so that I can answer questions & share art related materials)

*I will be adding relevant resources to my google classroom & web page throughout, so please visit these and if possible, let me know you have done so.*

*Happy Art Making, Mrs. Pulliam*

## Creating a Musical Instrument for Week 21-25

Create your own music instrument from household items. **Ask your parents if the items are okay to use before you repurpose them. :)**

The Percussion Family may be the easiest. **YOU MUST MAKE 2 PERCUSSION INSTRUMENTS IF YOU CHOOSE THIS FAMILY!**

1. Put uncooked rice in a plastic easter egg. Attach a plastic spoon on each long side & tape the two handles of the spoon together then decorate.
2. Stretch a balloon over empty large vegetable cans to make a drum
3. Take 3 Pringles cans and tape them all together and add rice for a rainstick



Wind instruments are more of a challenge but can be done. Make a Brass or Woodwind Instrument (MAKE 1 ITEM ONLY)

1. Take straws and tape them together flat. Cut the bottom so that each is a little shorter than the one before. Play like a flute.
2. Use tubing and a funnel to make a recycled brass instrument.



String Instruments – (MAKE 1 ITEM ONLY)

Take a shoe box, cut a hole in the top and pull rubber bands across the hole.



Modify any way you like!!

Feel free to look up other possibilities on the internet! I've even seen a clarinet made out of a carrot. Challenge yourself to make something original.

### \*\*\*\*PART 2 WRITING ASSIGNMENT

What family is your instrument in & why is it from that family. Name your instrument as if you were creating something new for that family. Explain how sound is made on your instrument.

## Brass Family

The brass instruments, like the woodwinds, are played by blowing air through a tube. Unlike most of the woodwinds, brass instruments do not have reeds. The vibrations of the player's lips cause the air in the tube to vibrate, producing sounds.

**Trumpet.** The trumpet is the smallest and the highest-pitched of the brass instruments. It has three valves (buttons) that lower the pitch by opening an extra section of tubing. The pitch is lowered because the vibrating air must travel farther before it exits the bell — the end of the tube that flares out.

**French Horn.** The French horn has its tubing coiled into a circle. If the coil were unwound, the tube would stretch nearly 20 feet! The French horn's bell points backward, and players often put a hand into the bell to change the sound. The French horn is very good at playing both deep and high notes.

**Trombone.** Unlike the other brass instruments, the trombone does not have valves. Instead, the player moves a slide back and forth to change the pitch. The sound gets lower when the slide is pushed out because the tube gets longer. When the slide is pulled in, the tube becomes shorter and the sound goes higher. The trombone's voice is lower than the French horn's but higher than the tuba's.

**Tuba.** The tuba has the lowest voice of the brass instruments. Not surprisingly, it is also the largest of the brass instruments. Some tubas have four valves instead of the usual three.

## Woodwind Family

All woodwinds are pipes with little holes in their sides. Called "woodwinds" because they all used to be made of wood, they produce sounds when players blow air ("wind") into them. By covering and uncovering the holes, a player changes the length of the column of air in the pipe. It is the length of this column of air that determines the pitch.

**Flute and Piccolo.** The flute and piccolo are the smallest and simplest woodwinds. They are different from other woodwinds in that 1) they are made of metal instead of wood, and 2) they do not have reeds attached to the mouthpiece. In fact, they do not have mouthpieces. One end of a flute or piccolo is closed, and a player blows into a hole in the side of the pipe at the other end. The flute is larger and has a warmer tone than the piccolo. The tiny piccolo produces the highest notes in the orchestra.

**Oboe and English Horn.** The oboe is made of wood and has a double-reed mouthpiece. The two reeds are shaped so that only a narrow passage for air can get between them. As a result, the oboe produces a strong, piercing tone. The English horn — a little longer and a little wider than the oboe — produces a softer, less piercing tone.

**Clarinet.** The clarinet is a single-reed instrument that has a very wide range. It can produce sounds from very low to very high. The bass clarinet has a lower, richer tone.

**Bassoon.** Like the oboe, the bassoon is a double-reed instrument. It is much larger than an oboe and produces some of the lowest tones in the orchestra.

## String Family

A string makes a sound when it moves back and forth very fast. This is string vibration. The longer a string is, the deeper the sound when it vibrates. You can make a string vibrate by "plucking" it. But the vibration will last longer if you rub the string with a bow.

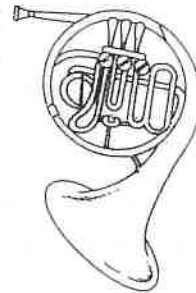
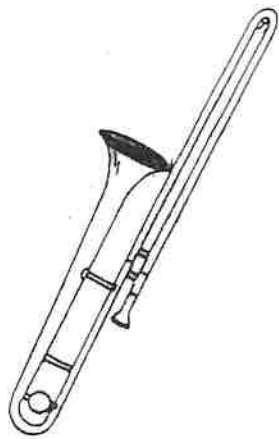
The violin and cello are the two main stringed instruments played with a bow. Both instruments have four strings. The strings are of different thickness to make different sounds. The thicker the string, the lower the sound when it vibrates. The player stretches each string until it gives just the right sound.

The guitar, harp, and double bass are stringed instruments played by plucking the strings.

## Percussion Family

Probably the oldest music makers are objects that make sounds when someone shakes them or hits them. Cave people, no doubt, struck a stretched animal skin with pieces of bone. They used small stones to make rattles. By striking or shaking these objects, prehistoric people created sound waves of a definite pitch or music.

Objects that make music when they are struck or shaken are called **percussion instruments**. They come in many shapes and sizes. They include all kinds of drums, cymbals, gong, triangle, tambourine, rattles, bell, chimes, and xylophone.



## String Family

