











Week of April 13-April 17	Grade Level: 6	Teams: 6.1, 6.2 and 6.3
Directions: Choose either a High Tech, Low Tech, or No Tech activity for each subject. All work should be submitted to the teacher of that content.		

Date	HIGH TECH (USE WITH LAPTOP)	LOW TECH (USE WITH CELL PHONE)	NO TECH (NO TECHNOLOGY)	EXTENSION ACTIVITIES : OPTIONS FOR THE WHOLE FAMILY
ELA	<p>Lesson: This week students will read the short story “The Challenge” by Gary Soto. Students will practice plot sequencing, citing text evidence, and character analysis.</p> <p>Day 1: Read “The Challenge” with your teacher online or on your own.</p> <p>Day 2: Answer these 2 questions in a google doc or the text box in Canvas and submit.</p> <p>Day 3: Complete the plot questions on the google form on the canvas assignment.</p>	<p>Lesson: This week students will read the short story “The Challenge” by Gary Soto. Students will practice plot sequencing, citing text evidence, and character analysis.</p> <p>Day 1: Read “The Challenge” with your teacher online or on your own.</p> <p>You can scan these codes with your phone to listen. QR Scanner</p> <div>Video part 1 with text</div> 	<p>Lesson: This week students will read the short story “The Challenge” by Gary Soto. Students will practice plot sequencing, citing text evidence, and character analysis.</p> <p>Day 1: Read “The Challenge”. As you read highlight and annotate parts of the passage that will help you answer questions for Day 2. (hint- read day 2 questions so you have a purpose for reading)</p> <p>You can scan these codes with your phone to listen. QR Scanner</p>	<p>Make a script and act out “The Challenge”. Make a video of your acting abilities.</p> <p>Example: click picture</p>  <p>QR code to see example</p>  <p>Make a Tik Tok video that represents the</p>

	<p>Day 4: Complete the Character Analysis on Estela (Stinger), Jose' or Uncle Freddie using the Tik Tok form on the Canvas assignment.</p> <p><u>Make a copy before you start typing.</u></p> <p>Feedback online through zoom with your teacher or through canvas- make sure Day 2-3 was submitted for teacher to review</p> <p>Day 5: Catch up day/refinement, submit final versions of work through Canvas</p>	<div>Video part 2 with text</div> <div>  </div> <div>Audio Only</div> <div>  </div> <p>Day 2: Answer the 2 questions on a sheet of notebook paper (send a picture of your responses to your teacher)</p> <p>Day 3: Complete the plot questions on the google form on the canvas assignment.</p> <p>(If you choose to answer on paper please take a picture and email it to your teacher.)</p> <p>Day 4: Complete the Character Analysis on Estela (Stinger), Jose', or Uncle Freddie using the Tik Tok form or write</p>	<div>Video part 1 with text</div> <div>  </div> <div>Video part 2 with text</div> <div>  </div> <div>Audio Only</div> <div>  </div> <p>Day 2: Answer the 2 questions following the passage. You can write directly on the sheet and send a picture to your teacher.</p> <p>Day 3: Complete the plot questions on the worksheet in the</p>	<p>main characters in "The Challenge."</p>
--	---	---	--	--

		<p>your response on paper and take a picture of your work to email to your teacher.</p> <p>Day 4: Check email for feedback from teacher or join a zoom call at a set time to get feedback.</p> <p>Day 5: Make adjustments to your work, take a picture, email to your teacher.</p>	<p>packet.</p> <p>Take a picture and e-mail your work to your teacher if you can.</p> <p>Day 4: Complete the Character Analysis on Estela (Stinger), Jose' or Uncle Freddie Tik Tok form. If you are able, email teacher pictures of your work from Day 2 and Day 3 for feedback. If you are unable to email ask a family member to look over your work and provide feedback.</p> <p>Day 5: Make adjustments to your work.</p>	
Math	<p>Lesson: This week students will practice how to find the volume of three dimensional figures with whole numbers, fractional and decimal side lengths.</p> <p>Day 1: Complete the Day 1: Volume with whole numbers Powerpoint in Canvas</p> <p>Day 2: Complete the Day 2: Volume with Decimals Powerpoint in Canvas</p> <p>Day 3: Catch up day to finish any incomplete work. Go outside and have fun :)</p> <p>Day 4: Complete the Day 4: Volume with Fractions Powerpoint in</p>	<p>Lesson: This week students will practice how to find the volume of three dimensional figures with whole numbers, fractional and decimal side lengths.</p> <p>Day 1: Complete the Day 1: Volume with Whole Numbers Powerpoint in Canvas</p> <p>Day 2: Complete the Day 2: Volume with Decimals Powerpoint in Canvas</p> <p>Day 3: Catch up day to finish any incomplete work. Go outside and have fun :)</p> <p>Day 4: Complete the Day 4: Volume with Fractions Powerpoint in Canvas</p> <p>Day 5: Complete the</p>	<p>Lesson: This week students will practice how to find the volume of three dimensional figures with whole numbers, fractional and decimal side lengths.</p> <p>Day 1: Complete the Day 1: Volume with Whole Numbers Powerpoint on paper</p> <p>Day 2: Complete the Day 2: Volume with Decimals Powerpoint on paper</p> <p>Day 3: Catch up day to finish any incomplete work. Go outside and have fun :)</p> <p>Day 4: Complete the Day 4: Volume with Fractions Powerpoint on paper</p>	<p>Find three boxes in your pantry to measure the volume of. Record these volumes on a piece of paper while recording what type of box you measured. Find the length, width and height of each side before multiplying. Which box had the largest volume? Design your own cereal box with a creative name and logo to virtually share with your classmates. Make sure to share your final masterpiece @STMSWildcats.</p>

	<p>Canvas</p> <p>Day 5: Complete the Volume Check Up Quiz in Canvas</p>	<p>Volume Check Up Quiz in Canvas</p>	<p>Day 5: Complete the printed out quiz on paper, if possible send a picture once completed to the teacher.</p>	
Science	<p>Lesson: This week students will explore the world of plants.</p> <p>Day 1 (Monday, April 13) look at diagram game on parts of a plant. Do a google search for parts of a plant- write down 2 things you discover</p> <p>Day 2(Tuesday, April 14) Zoom call/video recording with your teacher to review the following information: Parts of a Plant</p> <p>Day 3 & Day 4: (Wed/Thur, April 15 & 16) Complete Case One of the Great Plant Escape</p> <p>Day 5: (Friday, April 17) Create an infographic or Google Slide that includes a plant with the following parts: roots, stem, flower, bud, leaf. Each part must be labeled with a brief description of the part (reference the reading from Day 2 if you need help) When you are finished submit it to Canvas. You will find the link under</p>	<p>Lesson: This week students will explore the world of plants</p> <p>Day 1: (Monday, April 13) look at diagram game on parts of a plant. Do a google search for parts of a plant- write down 2 things you discover</p> <p>Day 2: (Tuesday, April 14) Zoom call/video recording with your teacher to review the following information: Parts of a Plant</p> <p>Day 3 & Day 4: (Wed/Thur, April 15 & 16) Complete Case One of the Great Plant Escape</p> <p>Day 5: (Friday, April 17) Draw on paper or make a 3-D model of a plant. Label these parts: roots, stem, flower, bud, leaf and include a brief description of the part. (reference the reading from Day 2 if you need help) When you are finished submit a photo of it or send a pdf to Canvas. You will find the link to</p>	<p>Lesson: This week students will explore the world of plants</p> <p>Day 1: (Monday, April 13) Complete the attached sheet of Parts of a Plant. Go for a walk and write down 5 observations of plants</p> <p>Day 2: (Tuesday, April 14) Review the attached worksheet on the parts of a plant.</p> <p>Day 3 and 4: (Wed/Thur, April 15 & 16) Create a scrapbook of plant examples. Go on a nature walk and collect samples. Create a journal of your discoveries including drawings of your plants with labels of parts of plants. Make sure you are referencing the reading from Day 2.</p> <p>Day 5: (Friday, April 17) Draw on paper or make a 3-D model of a plant. Label these parts: roots, stem, flower, bud, leaf and include a brief description of the part. (reference the reading</p>	<p>Create a backyard guide to the plants in your backyard or in your neighborhood. This could be an online documentary or a paper guide. Gather or draw images on the plants in your yard. Work with your family and or online resources to determine the type of plant.</p> <p>Do you have any edible plants? Anything that could be dangerous?</p> <p>Share your project online and tag @STMSWildcats</p> <p>Extra Science Fun Use this document to review content or to visit far off land through webcams and virtual tours!</p>

	assignments → Parts of a Plant	submit under assignments → Parts of a Plant	<p>from Day 2 if you need help) When you are finished submit a photo of it or send a pdf to Canvas.</p> <p>You will find the link under assignments → Parts of a Plant</p> <p>*Contact your teacher if you need an alternate way to submit this assignment.</p>	
Social Studies	<p>Lesson: This week students will explore Feudalism in medieval Japan and Europe. Students will also create their own castles and banners.</p> <p>Day 1 - Monday, April 13 Read the NewsELA article, "Feudalism in Japan and Europe" https://newsela.com/read/lib-feudalism-in-japan-and-europe/id/51645</p> <p>Make sure you take notes (pay attention) to the similarities and differences in Feudalism between the two civilizations.</p> <p>Day 2 - Tuesday, April 14 Start working on the Feudalism Infographic assignment. Directions are posted on Canvas</p>	<p>Lesson: This week students will explore Feudalism in medieval Japan and Europe. Students will also create their own castles and banners.</p> <p>Day 1 - Monday, April 13 Read the NewsELA article, "Feudalism in Japan and Europe" https://newsela.com/read/lib-feudalism-in-japan-and-europe/id/51645</p> <p>Make sure you take notes (pay attention) to the similarities and differences in Feudalism between the two civilizations.</p> <p>Day 2 - Tuesday, April 14 Start working on the Feudalism Infographic assignment. Directions are posted on Canvas.</p> <p>Day 3 - Wednesday,</p>	<p>Lesson: This week students will explore Feudalism in medieval Japan and Europe. Students will also create their own castles and banners.</p> <p>Day 1 - Monday, April 13 Read the NewsELA article, "Feudalism in Japan and Europe. (in your packet)</p> <p>Make sure you take notes (pay attention) to the similarities and differences in Feudalism between the two civilizations.</p> <p>Day 2 - Tuesday, April 14 Start working on the Feudalism Infographic assignment. Directions are in your packet. (Complete on paper and submit through email or Canvas)</p> <p>Day 3 - Wednesday, April 15</p>	<p>Use materials in your home (cans of food, pillows, toys, different objects) or outside materials and create a representation of a manor. Be creative!! Make sure you take a picture of your creation and send it to your teacher.</p> <p>Share your project online and tag @STMSWildcats</p>

<p>Day 3 - Wednesday, April 15 Finish your infographic/poster and <u>turn in through Canvas</u></p> <p>Begin working on creating a castle AND banner. (See assignment on Canvas)</p> <p>Ideas: Go outside and imagine your house is a castle. What defenses would it need? Or what would you add to your house to make it a castle?</p> <p>Day 4 - Thursday, April 16 Work towards completing your castle and banner assignment. Contact teacher if you need extra help.</p> <p>Day 5 - Friday, April 17 Final touches on assignment and <u>turn in.</u></p>	<p>April 15 Finish your infographic and <u>turn in.</u></p> <p>Begin working on creating a castle AND banner. (See assignment on Canvas)</p> <p>Ideas: Go outside and imagine your house is a castle. What defenses would it need? Or what would you add to your house to make it a castle?</p> <p>Day 4 - Thursday, April 16 Work towards completing your castle and banner assignment. Contact teacher if you need extra help.</p> <p>Day 5 - Friday, April 17 Final touches on assignment and <u>turn in.</u></p>	<p>Finish your infographic/poster and <u>turn in.</u></p> <p>Begin working on creating a castle AND banner. (in your packet; complete on paper and submit through email or Canvas)</p> <p>Ideas: Go outside and imagine your house is a castle. What defenses would it need? Or what would you add to your house to make it a castle?</p> <p>Day 4 - Thursday, April 16 Work towards completing your castle and banner assignment. Contact teacher if you need extra help.</p> <p>Day 5 - Friday, April 17 Final touches on assignment and <u>turn in.</u></p>	
---	---	--	--

The Challenge

By Gary Soto 1993

Gary Soto is an American poet, novelist, and memoirist. In this short story, a boy tries to impress the new girl at his school. As you read, take notes on how José feels about Estela.

- [1] For three weeks José tried to get the attention of Estela, the new girl at his middle school. She's cute, he said to himself when he first saw her in the cafeteria, unloading her lunch of two sandwiches, potato chips, a piece of cake wrapped in waxed paper, and boxed juice from a brown paper bag. "Man, can she grub!"

On the way home from school he walked through the alleys of his town, Fresno, kicking cans. He was lost in a dream, trying to figure out a way to make Estela notice him. He thought of tripping in front of her while she was leaving her math class,

but he had already tried that with a girl in sixth grade. All he did was rip his pants and bruise his knee, which kept him from playing in the championship soccer game. And that girl had just stepped over him as he lay on the ground, the shame of rejection reddening his face.

He thought of going up to Estela and saying, in his best James Bond voice, "Camacho. José Camacho, at your service." He imagined she would say, "Right-o," and together they would go off and talk in code.

He even tried doing his homework. Estela was in his history class, and so he knew she was as bright as a cop's flashlight shining in your face. While they were studying Egypt, José amazed the teacher, Mrs. Flores, when he scored twenty out of twenty on a quiz — and then eighteen out of twenty when she retested him the same day because she thought that he had cheated.

- [5] "Mrs. Flores, I studied hard — *ide veras!*¹ You can call my mom," he argued, his feelings hurt. And he had studied, so much that his mother had asked, "*¿Qué pasó?* What's wrong?"

"I'm going to start studying," he'd answered.

His mother bought him a lamp because she didn't want him to strain his eyes. She even fixed him hot chocolate and watched her son learn about the Egyptian god Osiris, about papyrus and mummification. The mummies had scared her so much that she had heated up a second cup of chocolate to soothe herself.

But when the quizzes had been returned and José bragged, "Another A-plus," Estela didn't turn her head and ask, "Who's that brilliant boy?" She just stuffed her quiz into her backpack and left the classroom, leaving José behind to retake the test.

One weekend he had wiped out while riding his bike, popping up over curbs with his eyes closed. He somersaulted over his handlebars and saw a flash of shooting stars as he felt the slap of his skin against the asphalt. Blood rushed from his nostrils like twin rivers. He bicycled home, his blooddarkened shirt pressed to his nose. When he examined his face in the mirror, he saw that he had a scrape on his chin, and he liked that. He thought Estela might pity him. In history class she would cry,

¹ 1. Spanish for "really!"

"Oh, what happened?" and then he would talk nonsense about a fight with three *vatos*.²

[10] But Estela had been absent the Monday and Tuesday after his mishap.³ By the time she returned on Wednesday his chin had nearly healed.

José figured out another way to get to know her. He had noticed the grimy, sweat-blackened handle of a racket poking out of her backpack. He snapped his fingers and said to himself, "Racquetball. I'll challenge her to a game." He approached her during lunch. She was reading from her science book and biting into her second sandwich, which was thick with slabs of meat, cheese, and a blood-red tomato. "Hi," José said, sitting across the table from her. "How do you like our school?"

Estela swallowed, cleared her throat, drank from her milk carton until it collapsed, and said, "It's OK. But the hot water doesn't work in the girls' showers."

"It doesn't work in ours either," he remarked. Trying to push the conversation along, he continued, "Where are you from?"

"San Diego," she said. She took another monstrous bite of her sandwich, which amazed José and made him think of his father, a carpenter, who could eat more than anyone José knew.

[15] José, eager to connect, took a deep breath and said, "I see that you play racquetball. You wanna play a game?"

"Are you good?" Estela asked flatly. She picked up a slice of tomato that had slid out of her sandwich.

"Pretty good," he said without thinking as he slipped into a lie. "I won a couple of tournaments."

He watched as the tomato slice slithered down Estela's throat. She wiped her mouth and said, "Sure. How about after school on Friday."

"That's tomorrow," José said. "That's right. Today's Thursday and tomorrow's Friday." She flattened the empty milk carton with her fist, slapped her science book closed, and hurled the carton and her balledup lunch bag at the plastic-lined garbage can. "What's your name?"

[20] "Camacho. José Camacho."

"I'm Estela. My friends call me Stinger."

"Stinger?"

"Yeah, Stinger. I'll meet you at the courts at 3:45." She got up and headed toward the library.

After school José pedaled his bike over to his uncle Freddie's house. His uncle was sixteen, only three years older than José. It made José feel awkward when someone, usually a girl, asked, "Who's that hunk?" and he would have to answer, "My uncle."

² 2. Spanish for "dudes" or "men"

³ 3. an unlucky accident

[25] "Freddie," José yelled, skidding to a stop in the drive-way. Freddie was in the garage lifting weights. He was dressed in sweats and a Raiders⁴ sweatshirt, the hem of his T-shirt sticking out in a fringe. He bench-pressed 180 pounds,⁵ then put the weights down and said, "Hey, dude."

"Freddie, I need to borrow your racquetball racket," José said. Freddie rubbed his sweaty face on the sleeve of his sweatshirt. "I didn't know you played."

"I don't. I got a game tomorrow."

"But you don't know how to play." José had been worrying about this on his bike ride over. He had told Estela that he had won tournaments. "I'll learn," José said. "In one day? Get serious." "It's against a girl."

"So. She'll probably whip you twenty-one to *nada*."

[30] "No way."

But José's mind twisted with worry. What if she did, he asked himself. What if she whipped him through and through. He recalled her crushing the milk carton with one blow of her fist. He recalled the sandwiches she downed at lunch. Still, he had never encountered a girl who was better than he was at sports, except for Dolores Ramirez, who could hit homers with the best of them. Uncle Freddie pulled his racket from the garage wall. Then he explained to José how to grip the racket. He told him that the game was like handball, that the play was off the front, the ceiling, and the side walls. "Whatever you do, don't look behind you. The ball comes back — fast. You can get your *ojos*⁶ knocked out."

"Yeah, I got it," José said vaguely, feeling the weight of the racket in his hand. He liked how it felt when he pounded the sweet spot of the strings against his palm.

Freddie resumed lifting weights, and José biked home, swinging the racket as he rode. That night after dinner José went outside and asked his father, "Dad, has a girl ever beaten you at anything?"

His father was watering the grass, his shirt off and a stub of cigarette dangling from his mouth. His pale belly hung over his belt, just slightly, like a deflated ball.

[35] "Only talking," he said. "They can outtalk a man any day of the week."

"No, in sports." His father thought for a while and then said, "No, I don't think so." His father's tone of voice didn't encourage José. So he took the racket and a tennis ball and began to practice against the side of the garage. The ball raced away like a rat. He retrieved it and tried again. Every time, he hit it either too softly or too hard, and he couldn't get the rhythm of a rally⁷ going.

"It's hard," he said to himself. But then he remembered that he was playing with a tennis ball, not a racquetball. He assumed that he would play better with a real ball.

The next day school was as dull as usual. He took a test in history and returned to his regular score of twelve out of twenty. Mrs. Flores was satisfied.

⁴ 4. a professional American football team

⁵ 5. He lifted 180 pounds in weights over his body while lying on a bench.

⁶ 6. Spanish for "eyes"

⁷ 7. A rally in sports is an exchange of strokes before a point is won.

"I'll see you later," Estela said, hoisting her backpack onto one shoulder, the history quiz crumpled in her fist.
"OK, Estela," he said.

[40] "Stinger," she corrected.

"Yeah, Stinger. 3:45.

José was beginning to wonder whether he really liked her. Now she seemed abrupt,⁸ not cute. She was starting to look like Dolores "Hit 'n' Spit" Ramirez — tough.

After school José walked slowly to the outdoor three-walled courts. They were empty, except for a gang of sparrows pecking at an old hamburger wrapper.

José practiced hitting the tennis ball against the wall. It was too confusing. The ball would hit the front wall, then ricochet⁹ off the side wall. He spent most of his time running after the ball or cursing himself for bragging that he had won tournaments.

[45] Estela arrived, greeting José with a jerk of her chin and a "Hey, dude." She was dressed in white sweats. A pair of protective goggles dangled around her neck like a necklace, and she wore sweatbands on both wrists. She opened a can of balls and rolled one out into her palm, squeezing it so tightly that her forearm rippled with muscle. When she smacked the ball against the wall so hard that the echo hurt his ears, José realized that he was in trouble. He felt limp as a dead fish.

Estela hit the ball repeatedly. When she noticed that José was just standing there, his racket in one hand and a dog-slobbered tennis ball in the other, she asked, "Aren't you going to practice?"

"I forgot my balls at home," he said.

"Help yourself." She pointed with the racket toward the can. José took a ball, squeezed it, and bounced it once. He was determined to give Estela a show. He bounced it again, swung with all his might, and hit it out of the court. "Oops," he said. "I'll go get it, Stinger."

He found the ball in the gutter, splotted with mud that he wiped off on his pants. When he returned to the court Estela had peeled off her sweats and was working a pair of knee pads up her legs. José noticed that her legs were bigger than his, and they quivered like the flanks¹⁰ of a thoroughbred horse.

[50] "You ready?" she asked, adjusting her goggles over her eyes. "I have to leave at five."

"Almost," he said. He took off his shirt, then put it back on when he realized how skinny his chest was.
"Yeah, I'm ready. You go first."

Estela, sizing him up, said, "No, you go first."

José decided to accept the offer. He figured he needed all the help he could get. He bounced the ball and served it into the ground twice.

⁸ 8. **Abrupt (adjective):** brief to the point of rudeness

⁹ 9. **Ricochet (verb):** to rebound or bounce off of a surface

¹⁰ 0. the side of an animal's body between the ribs and the hip

"You're out," she said, scooping the ball up onto her racket and walking briskly¹¹ to the service box.¹² José wanted to ask why, but he kept quiet. After all, he thought, I am the winner of several tournaments.

[55] "Zero-zero," Estela said, then served the ball, which ricocheted off the front and side walls. José swung wildly and missed by at least a foot. Then he ran after the ball, which had rolled out of the court onto the grass. He returned it to Estela and said, "Nice, Estela."

"Stinger."

"Yeah, Stinger."

Estela called out, "One-nothing." She wound up again and sizzled the ball right at José's feet. He swung and hit his kneecap with the racket. The pain jolted him like a shock of electricity as he went down, holding his knee and grimacing.¹³ Estela chased the ball for him.

"Can you play?" she asked. He nodded as he rose to his feet.

[60] "Two-nothing," she said, again bouncing the ball off the front wall, this time slower so that José swung before the ball reached his racket. He swung again, the racket spinning like a whirlwind. The ball sailed slowly past him, and he had to chase it down again.

"I guess that's three to nothing, right?" José said lamely.

"Right." Estela lobbed¹⁴ the ball. As it came down, José swung hard. His racket slipped from his fingers and flew out of the court.

"Oops," he said. The racket was caught on the top of the chain-link fence surrounding the courts. For a moment José thought of pulling the racket down and running home. But he had to stick it out. Anyway, he thought, my backpack is at the court.

"Four-nothing," Estela called when she saw José running back to the court, his chest heaving. She served again, and José, closing his eyes connected. The ball hit the wall, and for three seconds they had a rally going. But then Estela moved in and killed the ball with a low corner shot.

[65] "Five-nothing," she said. "It's getting cold. Let me get my sweats back on."

She slipped into her sweats and threw off her sweatbands. José thought about asking to borrow the sweatbands because he had worked up a lather of sweat. But his pride kept him quiet. Estela served again and again until the score was seventeen to nothing and José was ragged from running. He wished the game would end. He wished he would score just one point. He took off his shirt and said, "Hey, you're pretty good."

Estela served again, gently this time, and José managed to return the ball to the front wall. Estela didn't go after it, even though she was just a couple of feet from the ball. "Nice corner shot," she lied. "Your serve."

José served the ball and, hunching over with his racket poised, took crab steps to the left, waiting for the ball to bounce off the front wall. Instead he heard a thunderous smack and felt himself leap like a trout. The ball had hit him in the back, and it stung viciously. He ran off the court and threw himself on the grass, grimacing

¹¹ 1. **Brisk (adjective):** active, fast, and energetic

¹² 2. the area in which a player stands to serve the ball

¹³ 3. **Grimace (verb):** to make a facial expression twisted with pain

¹⁴ 4. **Lob (verb):** to throw or hit (something) in a high arc

from the pain. It took him two minutes to recover, time enough for Estela to take a healthy swig from the bottle of Gatorade in her sport bag. Finally, through his teeth, he muttered, "Good shot, Stinger."

"Sorry," Estela said. "You moved into my lane. Serve again."

[70] José served and then cowered out of the way, his racket held to his face for protection. She fired the ball back, clean and low, and once again she was standing at the service line calling, "Service."

Uncle Freddie was right. He had lost twenty-one to *nada*. After a bone-jarring¹⁵ handshake and a pat on his aching back from Estela, he hobbled to his uncle's house, feeling miserable. Only three weeks ago he'd been hoping that Estela — Stinger — might like him. Now he hoped she would stay away from him.

Uncle Freddie was in the garage lifting weights. Without greeting him, José hung the racket back on the wall. Uncle Freddie lowered the weights, sat up, and asked, "So how did it go?"

José didn't feel like lying. He lifted his T-shirt and showed his uncle the big red mark the ball had raised on his back. "She's bad."

"It could have been your face," Freddie said as he wiped away sweat and lay back down on his bench. "Too bad." José sat on a pile of bundled newspapers, hands in his lap. When his uncle finished his "reps,"¹⁶ José got up slowly and peeled the weights down to sixty pounds. It was his turn to lift. He needed strength to mend his broken heart and for the slight chance that Stinger might come back, looking for another victory.

¹⁵ 5. **Jarring (*adjective*):** causing a physical shock, jolt, or vibration
¹⁶ 6. a repetition of a set of exercises

Day 2

General Education Instructions:

Read “The Challenge” by Gary Soto and answer the following questions using the RACE Method (**R**estate, **A**nswer, **C**ite, **E**xplain). Minimum of 1 paragraph (4-5 sentence) that references the text.

Advanced/GT

Read “The Challenge” by Gary Soto and answer the following questions using the RACE Method (**R**estate, **A**nswer, **C**ite, **E**xplain). Minimum of 2 paragraphs (4-5 sentence) that contains multiple references to the text.

1. How does Jose’ change over time in the story? Cite evidence to support your answer.
2. What is the theme (or lesson) of this story? Explain using evidence to support your answer.

Day 3

The Challenge by Gary Soto

Plot

1. What is the conflict in this story? *

Mark only one oval.

- ☐ Jose wants the attention of the new girl in school, Estela.
- ☐ Estela wants to have a racquetball tournament in her new school.
- ☐ Jose is trying to get Estela to pay attention to him so he decides to lift weights to impress her.
- ☐ Jose keeps embarrassing himself trying to make the new girl like him.

2. What happens in the rising action? Check all that apply. *

Check all that apply.

- ☐ Jose tries to think of ways he can get Estela's attention.
- ☐ Jose challenges Estela to a game of racquetball.
- ☐ Jose goes to his uncle's house to borrow a racket.
- ☐ Jose shows up for the game and warms up with a tennis ball.
- ☐ Jose's uncle tells him he is going to lose the game.

3. What is the climax of the story? *

Mark only one oval.

- ☐ Jose decides he does not like Estela anymore and hopes he does not run into her at school.
- ☐ Estela lets Jose score a few points so his ego is not bruised.
- ☐ The day of the game, Jose begins to wonder if he still likes Estela, he thinks she is abrupt and not cute. Jose loses to Estela.
- ☐ Jose gets hurt by the ball and has to forfeit the game. Estela feels bad and decides to go on a date with him.

4. What happens in the exposition of the story? Check all boxes that apply. *

Check all that apply.

- ☐ Jose wants the attention of a new girl at school.
- ☐ Estela is new to Fresno from San Diego.
- ☐ Jose gets his uncle's racket to practice for the big game.
- ☐ Jose rethinks his feelings for Estela because she is too competitive.

5. What is the resolution of the story? *

Mark only one oval.

- ☐ Jose gets hit in the back by the ball and falls to the ground in pain.
- ☐ Estela let's Jose borrow a ball to warm up for the big game.
- ☐ Jose decides not to give up even though he is losing terribly.
- ☐ Jose lifts weights with his uncle to build up his strength to mend his broken heart and to prepare himself for the possibility of another challenge from Estela.

6. What happens during the falling action of the story? Check all boxes that apply. *

Check all that apply.

- ☐ Jose wants to get the attention of Estela, the new girl in school.
- ☐ Jose shows up for the game and loses.
- ☐ Jose hobbles to his uncle's house feeling miserable.
- ☐ Jose realizes he does not like Estela and hopes she will stay away from him.
- ☐ Jose shows his uncle the big red mark the ball raised on his back.

7. What part of the story does the conflict resolve itself? *

Mark only one oval.

- ☐ When Jose loses the game.
- ☐ When Estela accepts the challenge from Jose.
- ☐ When Jose realizes he went from liking Estela just 3 weeks ago to hoping she would stay away from him.
- ☐ When he starts lifting weights to build his strength for a possible rematch.

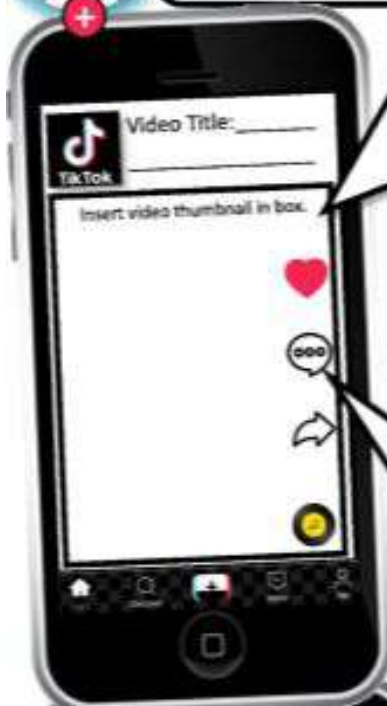
TikTok TIK TOK FAMOUS!

Name _____ Period _____

As you may know, Tik Tok is a social media app (application) that allows people to share their lives with a selected audience via video clips. Tik Tok also allows users to create a profile so videos published by the same user can be easily found. Viewers and followers can make comments. Pick either Jose', Estela (Springer), or Uncle Freddie from "The Challenge." Make sure you read or listen to the story. Follow the directions carefully. Add your own text. There is an example below to help you.



1 Create a catchy profile name/title for the figure that reflects his/her personality traits or accomplishments. Insert his/her profile picture. Profile name: _____
Explain why this is an appropriate title: _____



Each phone will represent a mini video storyboard that shows the figure in action! Insert a picture on the phone that will serve as evidence that the event happened. Explain the event on the lines below. Make sure to use what you have learned to support your selected image and event selections.

Location of video: _____ Date: _____

List participants in video: _____

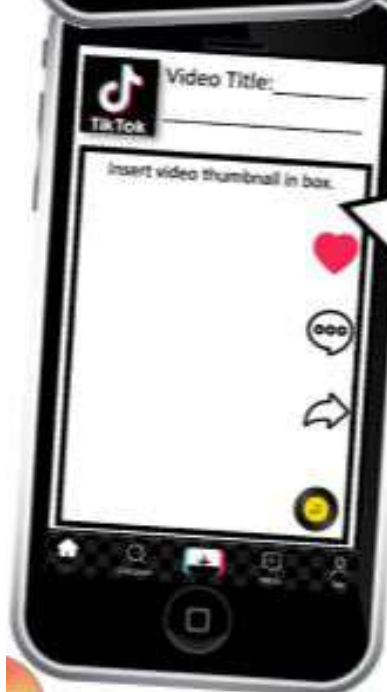
As portrayed in the video, _____

Who may have been a follower of this figure? _____

Comments: Use the space below to make two comments from viewers that either agree or disagree with the video content. Be sure to explain why he/she disagrees. Make sure commenters are characters that were alive during the time period.

1. person: _____ comment: _____

2. person: _____ comment: _____



Insert a picture on the phone that will serve as evidence that the event happened. Explain the event on the lines below. Make sure to use what you have learned to support your image and event selections.

Location of video: _____ Date: _____

List participants in video: _____

As illustrated in the video, _____

Who may have been a follower of this figure? _____

Character Traits – Tik Tok also allows users to create hashtags to categorize and locate videos. Create two hashtags for the figure that embody his/her character. Use an excerpt from a class text as is evidence validating his/her given character trait.

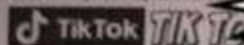
Character trait 1: # _____ supporting excerpt: " _____

Character trait 2: # _____ supporting excerpt: " _____

EXAMPLE

Goodwell

Period 2



As you may know, Tik Tok is a social media app that allows users to share their lives with a selected audience via video clips. Tik Tok also allows users to create a profile so videos published by the same user can be easily found. Viewers and followers can make comments. Create a Tik Tok video series for a historical figure or character that includes a collection of videos. Make sure the videos reflect what you have learned about the person and his/her accomplishments.



1. Create a catchy profile name/title for the figure that reflects his/her personality traits or accomplishments. Draw his/her profile picture. Profile name: Renaissance Hero Leonardo
 Explain why this is an appropriate title: Leonardo Da Vinci was an iconic Renaissance figure because he painted, sculpted, invented and wrote.



Each phone will represent a mini video storyboard that shows the figure in action! Draw a picture on the phone that will serve as evidence that the event happened. Explain the event on the lines below. Make sure to use what you have learned to support your drawings and event selections.

Location of video: Florence, Italy Date: May 22, 1503

List participants in video: Leonardo and Mona Lisa

As portrayed in the video: Leonardo Da Vinci is painting. I tried to paint/picture him painting the Mona Lisa.

Who may have been a follower of this figure? Michelangelo

Comments: Use the space below to make two comments from viewers that either agree or disagree with the video content. Be sure to explain why he/she disagrees. Make sure commenters are characters that were alive during the time period.

- 1. Michelangelo - Maybe you could put more perspective in the background!
- 2. Cosimo de Medici - I can't wait until you finish so you can start on the painting I commissioned!



Draw a picture on the phone that will serve as evidence that the event happened. Explain the event on the lines below. Make sure to use what you have learned to support your drawings and event selections.

Location of video: Florence, Italy Date: May 1, 1502

List participants in video: Leonardo Da Vinci

As illustrated in the video: Leonardo Da Vinci created many designs for flying machines including the helicopter (pictured left).

Who may have been a follower of this figure? The Wright Brothers

Character Traits - Tik Tok also allows users to create hashtags to categorize and locate videos. Create two hashtags for the figure that embody his/her character. Use an excerpt from a class text as is evidence validating his/her given character trait.

character trait 1: Genius supporting excerpt: "His genius knew no bounds actively creating art... inventing and... experimenting."

character trait 2: Curious supporting excerpt: "He wrote literature on geometry, sound waves, motion and... architecture."



6th Math:

Day 1: April 13th, 2020 Volume of Rectangular Prisms with Whole Numbers

Volume = Length x Width x Height

$$V = L \times W \times H$$

Warm Up (Do on a piece of paper):
YOU WILL NOT SUBMIT THIS

- 1.) $17 \times 24 =$
- 2.) $15 \times 56 =$
- 3.) $45 \times 84 =$
- 4.) $12 \times 32 =$
- 5.) $68 \times 90 =$

Volume Notes (Step by Step):

Please write these down as they will be used all week:

- **Step 1: Find the length of the rectangular prism.** The length is the longest side of the flat surface of the rectangle on the top or bottom of the rectangular prism.
- **Step 2: Find the width of the rectangular prism.** The width is the shorter side of the flat surface of the rectangle on the top or bottom of the rectangular prism
- **Step 3: Find the height of the rectangular prism.** The height is the part of the rectangular prism that rises up. Imagine that the height is what stretches up a flat rectangle until it becomes a three-dimensional shape.
- **Step 4:**
Multiply the length, the width, and the height. You can multiply them in any order to get the same different result. The formula for finding the volume of a rectangular prism is the following: $\text{Volume} = \text{Length} \times \text{Height} \times \text{Width}$, or $V = L \times H \times W$
- **Step 5:**
State your answer in cubic units. Since you're calculating volume, you're working in a three-dimensional space. Just take your answer and state it in cubic units. Whether you're working in feet, inches, or centimeters, you should state your answer in cubic units. 60 will become 60 in^3 .

Let's Practice! (Do this on paper)

****Don't forget your units!**

Example:



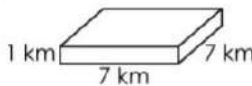
To find the volume of a rectangular prism, multiply the length by the width by the height.

$$V = l \times w \times h$$

$$V = 3 \text{ cm} \times 5 \text{ cm} \times 12 \text{ cm}$$

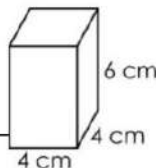
$$V = 180 \text{ cm}^3$$

1.)



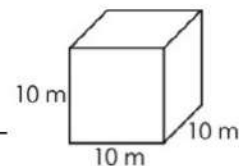
Volume: _____

2.)



Volume: _____

3.)



Volume: _____

4.)

$L = 7 \text{ m}$
 $W = 6 \text{ m}$
 $H = 9 \text{ m}$

Volume: _____

5.)

$L = 14 \text{ m}$
 $W = 5 \text{ m}$
 $H = 32 \text{ m}$

Volume = _____

6.) A cube (has all the same sides)

Side length = 8 m

Volume= _____

Day 2: April 14th, 2020

Volume of Rectangular Prisms with Decimals

Volume = Length x Width x Height

$$V = L \times W \times H$$

Warm up Problems or [Link](#) for Decimals

1) $34.5 \times 5.6 =$

2) $78.2 \times 2.3 =$

3) $2.3 \times 5.6 \times 1.8 =$

Notes:

On Day 1 you took notes. Add this to your notes.

When using decimals, *first* multiply to get the answer, *then*

Count up all of the numbers of digits that are located at the right side of the decimal points of the factors.

Here is a Video Link to Explain:

[https://www.wikihow.com/Multiply-
Decimals](https://www.wikihow.com/Multiply-Decimals)

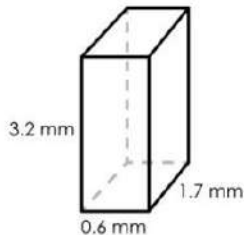
$$3.77 \times 2.8 = ?$$

$$\begin{array}{r} 3.77 \text{ (2 decimal places)} \\ \times 2.8 \text{ (1 decimal place)} \\ \hline 3016 \\ +754 \\ \hline 10.556 \text{ (3 decimal places)} \end{array}$$

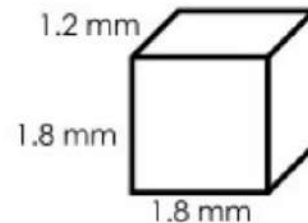
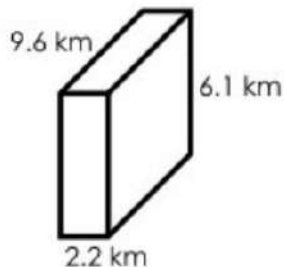
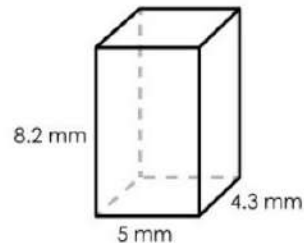
Let's Practice! Volume = (l · w) · h
(do this on Paper)

****Don't forget your units!**

Find the volume of the rectangular prism.



Find the volume of the rectangular prism.



Let's Practice! $\text{Volume} = (l \cdot w) \cdot h$
(do this on Paper)

****Don't forget your units!**

length = 3.9 cm

width = 5.5 cm

height = 4 cm

What is the volume?

length = 6.2 cm

width = 2 cm

height = 1.3 cm

What is the volume?

Day 3: April 15th, 2020

No New Work Today

Finish any work from Day 1 or 2

Volume = Length x Width x Height

$V = L \times W \times H$

Day 4: April 16th, 2020

Volume of Rectangular Prisms with Fractions

Volume = Length x Width x Height

$$V = L \times W \times H$$

Warm up Problems:

Name _____

Date _____

Multiply.

1. $\frac{2}{3} \cdot \frac{4}{5} =$

2. $\frac{3}{4} \cdot \frac{5}{6} =$

3. $\frac{5}{9} \cdot 12 =$

4. $\frac{3}{7} \cdot \frac{7}{12} =$

5. $\frac{9}{10} \cdot \frac{2}{3} =$

Instructional Notes

Name _____

Reteaching
13-4

Volume with Fractional Edge Lengths

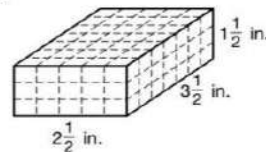
When finding the volume of a rectangular prism with fractional edge lengths, you have to find the number of cubes with fractional edge lengths that can fill the prism. What is the volume of the rectangular prism shown below at the right?

Consider a $\frac{1}{2}$ -inch cube. 8 half-inch cubes can fill a 1-inch cube.

Next, figure out how many $\frac{1}{2}$ -inch cubes will fill the prism.
The prism can be filled with $5 \times 7 \times 3 = 105$ half-inch cubes.

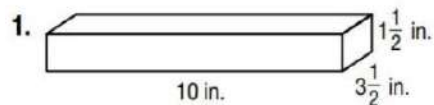
Divide 105 by 8 because 8 half-inch cubes make up a 1-inch cube. $105 \div 8 = 13\frac{1}{8}$

The volume of this rectangular prism is $13\frac{1}{8} \text{ in}^3$.

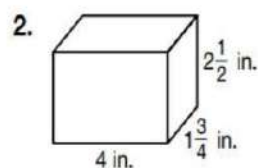


Practice Problems #1

For 1 through 4, find the volume of each rectangular prism.



$V =$ _____



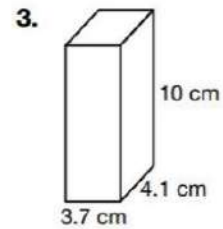
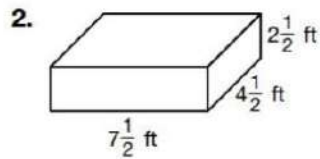
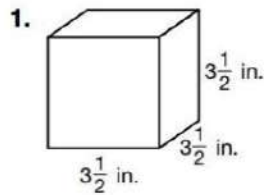
$V =$ _____

Practice Problems #2

Volume with Fractional Edge Lengths

13-4

Find the volume of each rectangular prism.



Friday Day 5: Quiz Volume of rectangular prisms

Question 1

16.5 pts

Q 2 - Find the volume of the following rectangular prism in cubic cm.

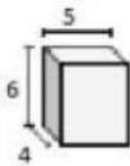


- A - $V = 64$ cubic cm
- B - $V = 70$ cubic cm
- C - $V = 75$ cubic cm
- D - $V = 72$ cubic cm

Question 2

16.7 pts

Q 3 - Find the volume of the following rectangular prism in cubic cm.



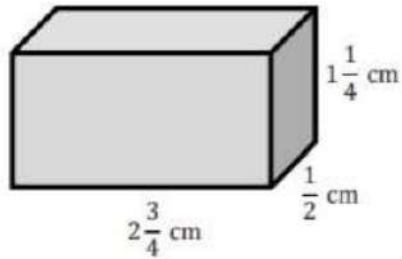
- A - $V = 112$ cubic cm
- B - $V = 120$ cubic cm
- C - $V = 124$ cubic cm
- D - $V = 150$ cubic cm

Question 3

16.7 pts

2. Calculate the volume of the following rectangular prisms.

a.



☐ $2\frac{17}{19}$

☐ $1\frac{23}{40}$

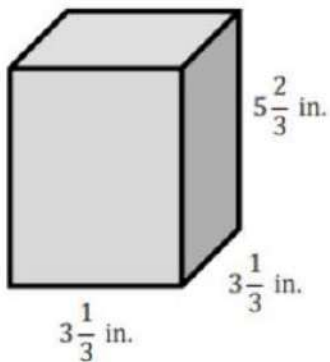
☐ $1\frac{23}{32}$

☐ $1\frac{1}{2}$

Question 4

16.7 pts

b.



☐ $59\frac{8}{9}$

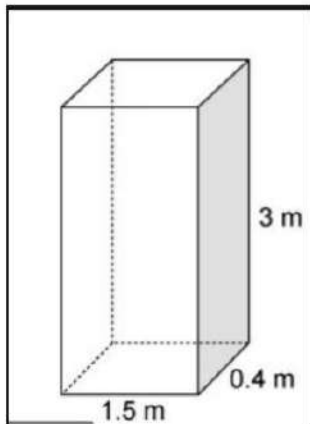
☐ $62\frac{26}{27}$

☐ $61\frac{13}{15}$

☐ 63

Question 5

16.7 pts



☐ 1.8

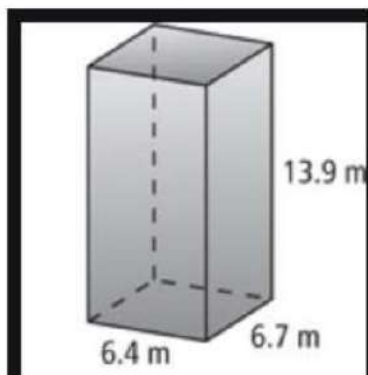
☐ 2.2

☐ 7

☐ 2.8

Question 6

16.7 pts



☐ 596.032

☐ 400.1

☐ 500.55

☐ 599.935

Work is completed. Submit with a photo of the quiz to Canvas or keep to give to your teacher at later date.

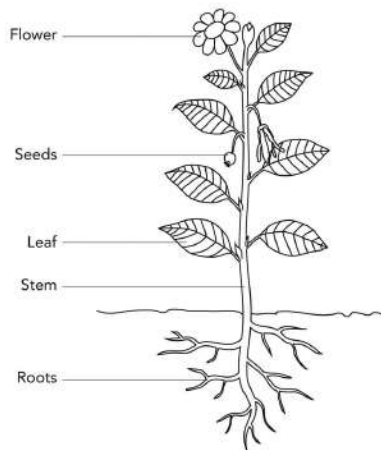
April 13 - 17

- Complete one column on the Choice Board
- Submit the activity from Day 5 to Canvas when complete.
- Your assignment must be submitted by April 21, 2020.

If you have any questions, contact your teacher

(Mrs. Selle, Mrs. Millar, Mrs. Hart)

through Canvas during the hours of 9 – 11 am.



Match the word to the correct part of the flower.

Picture LABELING

Drag and drop the words in the box to label the picture.

LEAF

FLOWER

STEM

FRUIT

BUD

ROOT

Background Information

Roots and Stems and Leaves, Oh My!

Plants have different parts just like we do. We have arms, legs, a heart and lungs to help us survive. Each of our body parts has a certain job to do. Plants have different parts, each with its own job to do. They must have roots, stems and leaves. Each part of the plant must do its job so the plant can stay healthy and grow.

Roots

A plant's roots grow under the ground. The roots help hold the plant in the soil. They also take in water and nutrients which the plant turns into food. Plants have different kinds of root systems. Some plants have **fibrous roots**. Fibrous roots have many branches and spread out like the branches of a tree. Plants that have fibrous root systems include grasses, corn plants, wheat and many other crops that farmers grow. Other plants have a **tap root**. This is a single, main root that grows straight down. The tap root has smaller branches growing off of it. Examples of plants that have a tap root are carrots, radishes and turnips.

Stems

The stem grows upward from the roots. It holds the plant up and carries water from the roots to the other parts of the plant. Secondary stems, called **petioles**, grow from the main stem. These petioles have leaves growing on them. Sometimes we eat the stems of plants, like celery and asparagus.

Leaves

The leaves of a plant make the food the plant needs to survive. The water and **nutrients** that were taken in by the roots, move upward through the stem to the leaves. The leaves take sunlight and **carbon dioxide** from the air and convert the nutrients to plant food. This process is called **photosynthesis**. We eat the leaves of some plants such as lettuce and spinach.

Flowers, Fruit and Seeds

When a plant receives the proper amount of water, nutrients, air and sunlight it produces flowers. The flowers usually grow on the stems. When the flower dies and falls off it leaves behind a fruit. The fruit contains seeds. Fruits that we eat include apples, oranges, watermelons and tomatoes. Sometimes we let the seeds dry out and use them for food. Things like corn, peas and beans are examples of seeds that we eat.

The seed is the part that grows a new plant. If we plant a bean seed we will get a plant just like the one that made the seed.

Social Studies

Feudalism - Japan and Europe

Read NewsELA article
Complete infographic
Complete castle and banner

Turn in all work to Canvas as you go!

Contact your teacher for any help

Office hours from 9-11am Monday - Friday.

Feudalism in Japan and Europe



Image 1. Armor of a 17th-century samurai archer. Figurine probably made in Kumamoto (Kyushu), Japan, mid-19th century. It is on display at the Museo Stibbert in Florence, Italy. Photo by: DeAgostini/Getty Images
By ThoughtCo.com, adapted by Newsela staff

Until about 400 years ago, Japan and Europe did not have much contact. On their own, though, they both developed feudalism. Feudalism is a kind of class system, or a way that different groups of people are organized. Feudalism created many problems. Under feudalism, many people were quite poor, and there was a great deal of fighting.

What Is Feudalism?

Feudalism is a system where most people are peasants or serfs. Peasants are tied to the land. They do not work for money, but for protection from the landlord and for food. Warriors control the society and are bound by codes of behavior. There is no strong central government like those in many countries today. Instead, lords of smaller units of land control the warriors and peasants. The lords owe obedience to a distant and relatively weak duke, king or emperor.

Feudalism was well established in Europe by the 800s, around 1,200 years ago. The class system appeared in Japan only in the 1100s, around 900 years ago, when military dictators took power.

European feudalism died out in the 1500s. People started to organize themselves into political states like countries. Japanese feudalism held on until about 150 years ago. In 1868, power was once again returned to the emperor of Japan.

Class Hierarchy

Under feudalism, Japanese and European societies were built on a system of classes. The nobles were at the top, followed by warriors, with farmers or serfs below. The farmers and servants did not own their land. They lived under the protection of the nobles. People stayed in the classes they were born into. The children of peasants became peasants, while the children of lords became lords and ladies.

Constant warfare made warriors the most important class. Called knights in Europe and samurai in Japan, the warriors served local lords. In both cases, the warriors had to behave in certain ways.

Warfare And Weaponry

Both knights and samurai rode horses into battle. They used swords and wore armor. European armor was usually all-metal and very heavy. Japanese armor was made of leather and was much lighter but did not offer as much protection.

In Europe, lords built stone castles for protection. Japanese lords, known as daimyo, also built castles of wood.



Moral And Legal Frameworks

Japanese feudalism was based on the ideas of the Chinese philosopher Kong Qiu, or Confucius. He lived from 551 to 479 B.C. Confucius stressed respect for people of higher rank. In Japan, it was the duty of the daimyo and samurai to protect the peasants and villagers. In return, the peasants and villagers had to honor the warriors and pay money to them.

European feudalism was based on ancient laws and the rules of different European tribes. The system was also supported by the Catholic Church. European lords agreed to offer food and protection. In return, peasants were loyal.

Land Ownership And Economics

European lords gave knights land to pay the knights for fighting for them. Japanese samurai, on the other hand, did not own land. The Japanese lords gave the samurai a salary, usually in rice.

Role Of Gender

Samurai and knights differed in several other ways, especially when it came to women. Samurai women were expected to be strong. Hundreds of years ago, European women were considered

weak and had to be protected by knights.

In addition, samurai were supposed to be cultured and artistic. They painted and wrote poetry. Knights usually could not read, preferring to hunt or joust.

Philosophy Of Death

Knights and samurai had very different approaches to death. Knights were bound by Catholic Christianity. They were supposed to avoid death at all costs. Samurai, on the other hand, had no religious reason to avoid death. After a defeat, samurai would sometimes kill themselves to protect their honor in a ceremony called seppuku.

Conclusion

Although feudalism in Japan and Europe has vanished, a few traces remain. Monarchies still exist in both Japan and some European nations, although the monarchs do not have real power. Knights and samurai are now titles of honor. Unequal living conditions exist, though nowhere nearly as extreme.

Feudalism in Japan and Europe

By ThoughtCo.com, adapted by Newsela staff on 10.17.19

Word Count **949**

Level **1050L**



Image 1. Armor of a 17th-century samurai archer. Figurine probably made in Kumamoto (Kyushu), Japan, mid-19th century. It is on display at the Museo Stibbert in Florence, Italy. Photo by: DeAgostini/Getty Images

From about the 500s to around the 1650s, Japan and Europe did not have any direct contact with each other. Independently, they both developed feudalism during the medieval and early modern period. Feudalism is a type of class system, or a way of organizing different groups of people. When we think of feudalism, we tend to imagine gallant knights and noble samurai. However, feudalism also created extreme inequality, poverty and violence.

What Is Feudalism?

The great French historian Marc Bloch defined feudalism as a disordered system where most people are considered peasants or serfs. They are tied to the land and work for the protection of the landlord plus a portion of the harvest, rather than for money. Warriors control the society and are bound by codes of obedience and ethics. There is no strong central government like those in many countries today. Instead, lords of smaller units of land control the warriors and peasants. The lords owe obedience to a distant and relatively weak duke, king or emperor.

The Feudal Eras In Japan And Europe

Feudalism was well established in Europe by the 800s. The class system appeared in Japan only in the 1100s as the military dictatorship of the Kamakura Shogunate rose to power. The power of the central Japanese court fell, and military dictators known as shoguns ruled instead. Kamakura is the name of the city where the ruling military leaders lived.

European feudalism died out with the growth of stronger political states in the 16th century. Japanese feudalism held on until 1868, when power was once again returned to the emperor of Japan.

Class Hierarchy

Feudal Japanese and European societies were built on a system of inherited classes. The nobles were at the top, followed by warriors, with farmers or serfs below. The farmers and servants did not own land but lived under the protection of the nobles. There was very little social mobility, and the children of peasants became peasants, while the children of lords became lords and ladies.

In both feudal Japan and Europe, constant warfare made warriors the most important class. Called knights in Europe and samurai in Japan, the warriors served local lords. In both cases, the warriors were bound by a code of ethics. Knights were supposed to match the concept of chivalry, while samurai were bound by the rules of bushido, the "way of the warrior."

Warfare And Weaponry

Both knights and samurai rode horses into battle, used swords and wore armor. European armor was usually all-metal, made of chain mail or plate metal. Japanese armor included lacquered leather or metal plates with silk or metal bindings.

European knights could barely move under their armor and had to be helped up on to their horses. Samurai, in contrast, wore lightweight armor that was easy to move under. However, the Japanese armor provided much less protection.

Feudal lords in Europe built stone castles to protect themselves and their people in case of attack. Japanese lords, known as daimyo, also built castles made of wood.

Moral And Legal Frameworks

Japanese feudalism was based on the ideas of the Chinese philosopher Kong Qiu, or Confucius, who lived from 551 to 479 B.C. Confucius stressed morality and respect for elders and other superiors. In Japan, it was the moral duty of the daimyo and samurai to protect the peasants and villagers in their region. In return, the peasants and villagers were duty-bound to honor the warriors and pay taxes to them.

European feudalism was based on laws and customs from the Roman Empire, a large and important civilization that lasted from 27 B.C. to A.D. 476. Some rules were replaced by traditions from Germanic tribes that lived in Europe and were supported by the power of the Catholic



Church. The relationship between a lord and the peasants and villagers was seen as part of a contract. Lords offered payment and protection, and in return, people offered complete loyalty.

Land Ownership And Economics

A key distinguishing factor between the two systems was land ownership. European knights gained land from their lords as payment for their military service. They had direct control of the people who worked their land. In contrast, Japanese samurai did not own any land. Instead, the noble daimyo used a portion of their income from taxing the peasants to provide the samurai a salary, usually paid in rice.

Role Of Gender

Samurai and knights differed in several other ways, especially when it came to the differences between men and women. Samurai women, for example, were expected to be strong like the men and to face death without flinching. Hundreds of years ago, European women were considered fragile flowers who had to be protected by knights.

Samurai were supposed to be cultured and artistic, able to paint and write poetry. Knights usually could not read, and would likely have scorned such pastimes in favor of hunting or jousting.

Philosophy Of Death

Knights and samurai had very different approaches to death. Knights were bound by Catholic Christian law against suicide and avoided death. Samurai, on the other hand, had no religious reason to avoid death and would commit suicide in the face of defeat in order to maintain their honor. Ceremonial suicide is known as seppuku.

Conclusion

Although feudalism in Japan and Europe has vanished, a few traces remain. Monarchies still exist in both Japan and some European nations, though the monarchs do not have real political power. Knights and samurai are now titles of honor. Inequality still exists, though nowhere nearly as extreme.

Day 2 and 3 - April 14 and 15 (Infographic Assignment)

FEUDALISM/MANOR SYSTEM INFOGRAPHIC

Directions:

You will use the notes from the article "Feudalism in Japan and Europe" to create an infographic or poster. Remember an infographic is a poster with information and pictures/diagrams. Your infographic can be done on paper, PowerPoint/Google Slides or any other way you come up with.

What should be in your infographic?

- Title
- Your name
- Define feudalism (Explain the purpose of feudalism in Japan and Europe)
- Diagram of how both systems work
- Compare/Contrast feudalism in Japan and Europe. Include **two ways they were the same and two ways they were different**
- Include pictures and color

Be creative in the way you put your infographic together. There are no right or wrong ways of doing this, just make sure you meet the list above.

Day 3, 4 and 5 - April 15 -17 (Castle and Banner)

Design a Castle and Banner Assignment

Directions: Design a Castle and Banner on paper, Minecraft, or using some other electronic format. Make sure you design a Castle and Banner. You have to do both. Follow the directions below:

Castle:

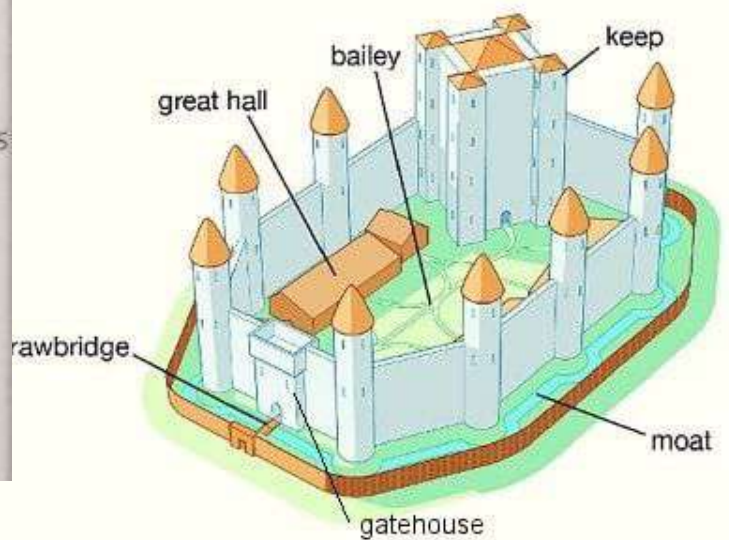
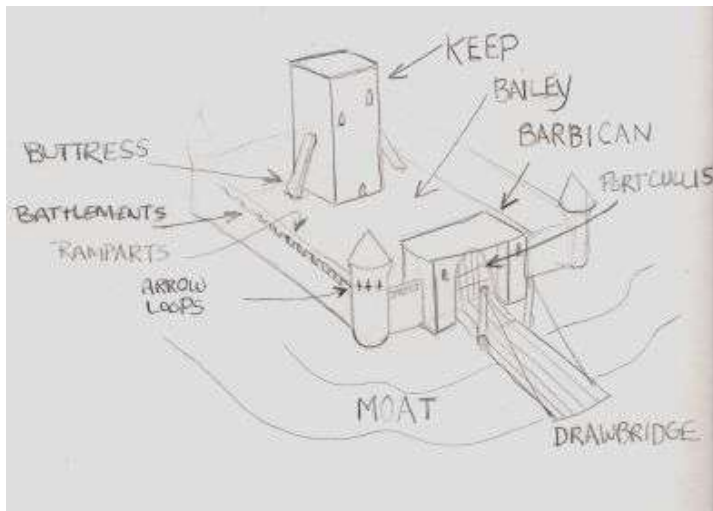
Use the two pictures below to design your own castle. You may create your castle on paper or using some electronic format like Minecraft. When you are finished with it, make sure you submit your finished product on Canvas. You can “snip” it to a Google doc. If you are doing it on paper and do not have access to a computer, hand it in when you return to school.

-You may also use the link below to help you design your castle or you can just Google: Medieval Castles

<http://medievalcastles.stormthecastle.com/parts-of-a-medieval-castle.htm>

-Make sure you include at least 5 of the castle parts labeled on pictures below (Examples: moat, gatehouse, keep, great hall, drawbridge, portcullis, barbican, etc.)

-If you have colored pencils, markers, or crayons color your final product.



Banner:

Design a Banner (flag) that represents you. When you are finished make sure you submit your completed product on Canvas. You can "snip" it to a Google doc. If you are doing it on paper and do not have access to a computer hand, it in when you return to school. Include the following:

- Make sure the banner has 5 symbols that represent you. You may use ideas from the picture below.
- You may also use symbols from your life (Examples: Sports – soccer ball, football, basketball, musical instruments, dancing shoes, athletic shoes, hobbies, etc.)
- You can also Google: Medieval Heraldry Symbols and go to images to get more ideas.
- If you have colored pencils, markers, or crayons color you final product.

