

Welcome 6-2 to Remote Learning

Part 2!

Here you will find your work for Language Arts, Math, Science, and Social Studies. Each section will have a cover page with instructions and contact information!

Technology Help!

Laptop issues: please email the help desk- helpdesk@rhmail.org or phone at (803)981-3531 and include the following information:

- 1) Student ID number (ex: RS12345)
- 2) Parent/Guardian name, Parent/Guardian email and phone number contact information.
- 3) School Name / Teacher name
- 4) A description of the problem with the computer
- 5) The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: <https://launchpad.classlink.com/rockhill>

Canvas: <https://rockhill.instructure.com/login/canvas>

**** For more information on remote learning, please visit: RRMS website at <https://www.rock-hill.k12.sc.us/domain/2596> or RHS District website at: <https://www.rock-hill.k12.sc.us/elearning>**

Language Arts Section

Student Name: _____ Date: _____

Course: **Language Arts**

Teacher: **Colvin**

Teacher Office Hours: **11-1**

Teacher Email: **mcovlin@rhmail.org** or in canvas

Other form of contact if help is needed: Cell Phone: **(803) 526-5798**

****Please complete the daily assignments below! The articles will be uploaded on NewsELA each day and due by 11:59 pm. You will submit a picture of the quiz answers and writing prompt on Canvas under the article assignments.**

*****IF YOU HAVE BEEN DOING WORK ONLINE, CONTINUE TO SUBMIT IT ONLINE! *****

March 30- Make Up Work Day

March 31- Make Up Work Day

April 1- Guidance Lesson

April 2nd- Start Round 2- NewsELA article "Tips for Students Who are New to Virtual Learning"

April 3rd- NewsELA article "Nike's Vaporfly shoes changed running, track world sifts through the fallout"

April 6-10- Spring Break

April 13th- NewsELA article "Pro/Con: Is binge-watching a harmless pleasure or a harmful addiction?"

April 14th- NewsELA article "Why the Sky is Far Away: A Nigerian Folktale"

April 15th- NewsELA article "Jason Reynolds names National Ambassador for Young People's Literature"

April 16th and 17th- Make Up Work from Round 2

The articles are attached below in order

ARTICLE 1- APRIL 2ND-

“Tips for students who are new to virtual learning”

Teachers and students across the country are making the transition to distance learning in response to school closures for the coronavirus outbreak. For many students, this will be a first experience using video chat and conferencing as a tool for learning.

The rules of virtual learning etiquette are a little different than those we're used to following in a physical classroom. Here are a few tips to help students adjust to their new setup, engage fully in virtual class time and troubleshoot any related challenges.

Find a quiet place to set up.

A quiet environment is key when you're setting up space for virtual class time. Choose a spot where there will be minimal distractions, ideally away from the flow of family "traffic." If you can, set up your device at a desk, table or countertop so that your hands are free to take notes and flip through class materials.

Prepare for class.

Just like ordinary class time, you'll want to have your materials at the ready when your virtual class or lecture begins. Gather any books, notes, printouts and binders that you may need to reference during the session. Make sure you have a pen and paper handy! Finally, let your family members know you're about to enter class time. This way, they can be mindful of their volume and avoid distracting you.

Set a goal for yourself.

Beginning virtual learning time with a deliberate intention lends extra purpose to your session and helps you focus on the content at hand. Challenge yourself to learn one new thing from a classmate, ask one question or share one piece of positive feedback.

Check: Are you muted?

After you log on, and before lesson time starts, make sure to mute yourself! Background noises such as typing, chewing or barking/meowing/chirping pets may not sound like much on your side, but those noises can amplify across your teacher's and classmates' speakers. Most audio/mute buttons look like a little microphone. You'll know you're muted when you see an X or slash over the button.

Double-check: Are you really muted?

Just making sure!

Practice active listening.

It can be easy to get distracted when you're sitting alone in front of a device. Active listening strategies will help you maintain focus. To show that you're paying attention to the speaker, keep your eyes on the screen, rather than looking around the room. Nod, smile and react to what you're hearing, just the way you would in the classroom. Use a pen and paper to jot down the main points and ideas of the lesson in bulleted notes. This will push you to listen closely. Finally, resist the urge to browse! Expand your virtual learning window to full-size, and don't open other windows or apps on your device during class time.

Follow your teacher's instructions.

Unlike in an ordinary classroom setting, your teacher won't always be able to see if you are raising your hand to speak or share. Follow the teacher's instructions on how to indicate that you'd like to ask or answer a question. This may involve using a virtual hand-raise feature in the platform, or typing a message into a chat box. Practice patience during the question-and-answer parts of lessons. There may be a bit of a delay between the person speaking and those listening. Pause for a moment before you respond. And if you're speaking out loud, make sure to unmute your microphone first! (Then, of course, mute yourself again when you return to listening mode.)

Stay engaged through chat.

As long as your teacher gives the OK, you can use the chat feature in your platform to ask questions, highlight interesting ideas or agree with what your classmates are sharing. It's not quite the same as being in a room together, but it can help you stay connected to your classmates while you're apart.

Keep calm and troubleshoot.

Has something gone wrong during your session? Screen froze? Bumped from the class? App crashed? Don't

panic! Technical glitches are bound to happen. Try logging back on. If that doesn't work, take steps to figure out if the problem was on your side. Check your WiFi — is it still connected? Restart your computer if you need to. You can also check your email for communications from your teacher, in case the problem occurred on their side. If all else fails, keep calm — and try logging on again!

QUIZ:

1 Which sentence from the article would be MOST important to include in a summary of the article?

(A) Teachers and students across the country are making the transition to distance learning in response to school closures for the coronavirus outbreak.

(B) If you can, set up your device at a desk, table or countertop so that your hands are free to take notes and flip through class materials.

(C) Use a pen and paper to jot down the main points and ideas of the lesson in bulleted notes.

(D) Expand your virtual learning window to full-size, and don't open other windows or apps on your device during class time.

2 Read the following sentences from the article.

1. Try logging back on.

2. Check your WiFi — is it still connected?

3. Restart your computer if you need to.

4. You can also check your email for communications from your teacher, in case the problem occurred on their side.

What CENTRAL idea do these details support?

(A) Students want to stay connected with their classmates.

(B) Students should follow all of their teacher's instructions.

(C) Students might panic if they have problems with their session.

(D) Students can take steps to fix some technical glitches.

3 How does the section "Prepare for class" relate to the section "Find a quiet place to set up"?

(A) Both sections explain things to do before a virtual learning class starts.

(B) Both sections explain how students can actively listen in their virtual learning classes.

(C) Both sections highlight the differences between ordinary classes and virtual learning classes.

(D) Both sections highlight the reasons why virtual learning classes are fun for students.

4 Read the section "Check: Are you muted?" What does this section show that other sections do NOT?

(A) why students should take their microphones off mute

(B) how students can tell if their microphones are muted

(C) when students should put their microphones on mute

(D) what students should do after they mute their microphones

WRITING PROMPT:

Have you had any problems with virtual learning? What do you think is the most difficult part in learning this way?

ARTICLE 2- APRIL 3RD-

"Nike's Vaporfly shoes changed running, track world sifts through the fallout"

Running shoe companies are always trying to make better shoes. In 1971, Nike co-founder Bill Bowerman created a sole by pouring rubbery material into a waffle maker. Since then, the company has relied on cutting-edge methods to grow.

In January 2016, Kenyan marathoner Eliud Kipchoge tested a new shoe that would come to be known as the Nike Zoom Vaporfly Elite. The Vaporfly series, and the Alphafly series it began, broke records. They also sparked controversy.

"Disrupted Meaning Of Running"

In Nike's Air Zoom Alphafly Next%, Kipchoge became the first person to run a marathon in less than 2 hours. Nike calls Kipchoge "the essence of progress." His shoes, wrote South African sports scientist Ross Tucker, "disrupted the meaning of running."

Other sports have struggled for years with balancing fairness and advances in equipment technology. Distance running was slow to realize it faced the same problems. For many years, the sport's leaders regulated shoes as if they were clothing instead of sports equipment.

"If you wanted to put everybody on the same starting line, you can require people to run with their bare feet," said Damiano Zanotto. He runs a wearable robotic systems lab. "Which doesn't make any sense. There is not negative or bad technology. There is a need for regulation, and clear regulation."

Compromise Came Too Late

World Athletics is the governing body for competitive running. It was formerly known as IAAF. The organization recently released new rules to control the effects of advanced technology. Critics, including rival shoe company executives, called it a compromise that came too late.

"I do think as a governing body, they need to start thinking about the shoe as the piece of equipment," said Shawn Hoy. He is Saucony's vice president of global product. "It's no different than a golfer's clubs or a tennis player's racket."

The Vaporfly updates old ideas and uses them in new ways. It features a springy, carbon-fiber plate in the midsole, which Fila had done in the early 2000s. It uses a new foam substance Nike calls ZoomX, an update of an Adidas material. Nike also made the sole extra thick, which plenty of companies had tried.

Tim Hutchings is an NBC Sports commentator. He did not become aware of the new Nike shoes until 2019.

"Even then, few had any idea of the seismic shift in runner times that they could produce," he said.

Research showed that the shoes improved running economy by an average of 4 percent, a monumental total. Running economy measures runners' energy utilization when running. Runners who used the shoes could break records. Runners who didn't could not keep up.

Unfair Advantages

Even if everyone had the shoe, it might still create unfair advantages. Some runners, according to studies Tucker referenced, respond to the shoes' technology more effectively. Those who respond well have a massive advantage over those who do not. Runners who do not respond well to the shoe could be cut at an early age from competitive running.

Danny Orr is New Balance's general manager for performance. He said Nike could have been clearer with the IAAF as it developed the Vaporfly. However, he joined other experts in putting the responsibility on the sport's governing body to create rules for companies to innovate within.

"Very early on, we saw results that were unprecedented with that product, and we felt like at that time the world governing body probably had the opportunity to act," Orr said. "The fact that they didn't since 2016 is what's put us in the position today."

Last October, Kipchoge became the first person to run a marathon in less than two hours. He wore the Next%, an evolutionary, extra-chunky version of the Vaporfly. The next day, Brigid Kosgei shattered a 16-year-old women's record by 1 minute, 21 seconds in the Next%. The Guardian newspaper reported that the Next% could boost a runner's efficiency by 7 to 8 percent.

On January 31, World Athletics ruled that shoes worn in competition must be "readily available" for four

months. They also could not be test models. For distance running shoes, it placed a ban on soles thicker than 40 millimeters. The shoes also could not use more than one plate in the shoe sole.

"It is not our job to regulate the entire sports shoe market but it is our duty to preserve the integrity of elite competition," said Sebastian Coe. He is president of World Athletics.

Experts viewed the changes as insufficient. Zanotto said there are reliable ways to test how much energy a shoe can store and recover. Rules should be based on those, he said, and not simple measurements.

Shoe companies were also upset by the rules pertaining to test models. Hoy said there was no clear definition of "readily available." Orr said New Balance had planned to release some shoes after the 2020 Tokyo Olympics.

Now it must rush them to stores by April to ensure its athletes can use them.

How New Technology Affects Competition

It will likely be a matter of time before the next new shoe stirs a similar heated conversation. How new technology affects competition is what matters to fans. What keeps the competition afloat, though, is a running shoe business that needs to sell the next great idea.

"I don't believe the gap between what Nike has created in this space vs. what we are capable of creating is significant," Hoy said. He hopes that one of his company's shoes might become the subject of the same conversation. "That's what keeps you moving forward."

QUIZ

1 Read the section "Unfair Advantages." Select the paragraph from the section that suggests all runners do not benefit equally from the Vaporfly's features.

(A) Even if everyone had the shoe, it might still create unfair advantages. Some runners, according to studies Tucker referenced, respond to the shoes' technology more effectively. Those who respond well have a massive advantage over those who do not. Runners who do not respond well to the shoe could be cut at an early age from competitive running.

(B) Danny Orr is New Balance's general manager for performance. He said Nike could have been clearer with the IAAF as it developed the Vaporfly. However, he joined other experts in putting the responsibility on the sport's governing body to create rules for companies to innovate within.

(C) On January 31, World Athletics ruled that shoes worn in competition must be "readily available" for four months. They also could not be test models. For distance running shoes, it placed a ban on soles thicker than 40 millimeters. The shoes also could not use more than one plate in the shoe sole.

(D) Shoe companies were also upset by the rules pertaining to test models. Hoy said there was no clear definition of "readily available." Orr said New Balance had planned to release some shoes after the 2020 Tokyo Olympics. Now it must rush them to stores by April to ensure its athletes can use them.

2 Which selection from the article shows Damiano Zanotto's MAIN opinion about World Athletics' new shoe regulations?

(A) "If you wanted to put everybody on the same starting line, you can require people to run with their bare feet," said Damiano Zanotto. He runs a wearable robotic systems lab.

(B) "Which doesn't make any sense. There is not negative or bad technology. There is a need for regulation, and clear regulation."

(C) It was formerly known as IAAF. The organization recently released new rules to control the effects of advanced technology.

(D) Zanotto said there are reliable ways to test how much energy a shoe can store and recover. Rules should be based on those, he said, and not simple measurements.

3 Read the following paragraph from the section "Disrupted Meaning Of Running."

Other sports have struggled for years with balancing fairness and advances in equipment technology. Distance running was slow to realize it faced the same problems. For many years, the sport's leaders regulated shoes as if they were clothing instead of sports equipment.

How does this paragraph communicate the author's point of view?

(A) It explains why the author believes competitive running has been slow to address technological

Developments.

(B) It illustrates that competitive running has failed to address a dynamic that has existed in other sports for a long time.

(C) It explains how other sports have tried to balance fairness and disruptive technological innovations.

(D) It illustrates the effect of Nike's technology on its competitors and on the sport of running more broadly.

4 Read the following paragraph from the section "Unfair Advantages."

Last October, Kipchoge became the first person to run a marathon in less than 2 hours. He wore the Next%, an evolutionary, extra-chunky version of the Vaporfly. The next day, Brigid Kosgei shattered a 16-year-old women's record by 1 minute, 21 seconds in the Next%. The Guardian newspaper reported that the Next% could boost a runner's efficiency by 7 to 8 percent.

Why did the author include this paragraph?

(A) to give recognition to two runners who have broken long-standing records in their sport

(B) to illustrate how significantly Nike's technology can improve runners' performance

(C) to show why many competitive runners want to ban the technology used in Vaporfly shoes

(D) to explain why so many runners have rushed to adopt shoes with advanced technological features

Writing Prompt:

Write a paragraph that explains the central idea of the text. Use at least two details from the article to support your response.

ARTICLE 3- APRIL 13th -

“Pro/Con: Is binge-watching a harmless pleasure or a harmful addiction?”

The term "binge-watch" may seem like it's been around forever, but it was actually first used in 2003. According to the Merriam-Webster dictionary, to binge-watch is "to watch many or all episodes of (a TV series) in rapid succession," meaning one after another. The phrase gained popularity in 2013. That year, Netflix released the full 13-episode season of the series "House of Cards" all at once. In 2015, "binge-watch" was declared the word of the year by Collins English Dictionary. The dictionary editors said use of the term had increased by 200 percent in 2014. Seventy-three percent of Americans admit to binge-watching. The number is even higher among Millennials (who were born between 1981 and 1996) and members of Generation Z (born between 1995 and 2020). Ninety percent of Millennials have said that they binge-watch, as do 87 percent of Zs. Around 40 percent of viewers in these age groups binge-watch an average of six episodes of television in one sitting. That's about five hours at a time.

Helen Newstead is the Head of Language Content at HarperCollins Publishing. She said that the rising popularity of the term "binge-watching" is a sign of the biggest change in people's viewing habits since the introduction of the videocassette recorder nearly 40 years ago. The videocassette recorder, or VCR, allowed viewers to record any show they wanted to watch later. This meant they no longer had to stay home to see it.

Binge-watching has taken the world by storm. But is it a harmless pleasure or a harmful addiction? The pros and cons of binge-watching are explored below.

PRO: Binge-watching leads to beneficial social connections

Binge-watching creates a sense of community around a show. Experts refer to this community as a "shared cultural space." It's a form of common ground. It allows viewers to discuss and share their enjoyment of a show with everyone from a family member to a coworker to a stranger in line at the supermarket.

Romantic relationships can also be strengthened by binge-watching together. Binge-watching creates a shared interest. It's a fun and easy way for couples to spend time together. Binge-watching can also help couples who may be having family issues or going through other problems.

If couples see fictional characters experiencing similar troubles, they may be able to better understand their real-life issues.

A study published in the Journal of Social and Personal Relationships found that binge-watching can also help people in long-distance relationships. Sharing the pretend world of a show helps long-distance couples connect. It allows them to recreate the experience of friendships they miss out on by not living in the same place.

PRO: Binge-watching has health benefits, like stress relief

According to psychiatrists, binge-watching releases a chemical called dopamine in the brain. Dopamine creates a feeling of pleasure. It can help people to relax and relieve stress. On top of that, psychologists say that finishing a series gives viewers feelings of control and power. This can be especially helpful for viewers who do not feel they are in control of their daily lives.

John Mayer is a psychologist. He says, "We are all bombarded with stress from everyday living, and with the nature of today's world where information floods us constantly. It is hard to shut our minds down and tune out the stress and pressures." Binge-watching acts "like a steel door," he says. It "blocks our brains from thinking about those constant stressors that force themselves into our thoughts."

In other words, binge-watching stops us from obsessing about the parts of our lives that stress us out. It gives our brains a break.

PRO: Binge-watching makes a show more fulfilling

While binge-watching, the viewer can experience the pleasure of full immersion in a story. Some call this being in "the zone." This is a satisfying feeling. It's similar to staying up all night to finish a

really exciting book.

Today, many shows are made for binge-watching. Consider the number of shows that Netflix releases as full seasons. "Stranger Things" is just one recent example.

This article is available at 5 reading levels at <https://newsela.com>.

Watching many episodes at once can make it easier to follow the show's story. You are less likely to forget important details. As a result, shows made for binge-watching can be more complex than shows meant to be watched week by week. Binge-able shows can feature complicated storylines, changing relationships and many multidimensional characters.

Steven Johnson is an author. He writes about media and popular culture. Johnson says watching these more-complex shows may actually make viewers smarter. Shows like this demand greater attention. Many require deep thought to process and understand.

CON: Binge-watching leads to mental-health issues

A University of Texas study found that binge-watchers were more likely to be depressed, lonely and have less self-control than those who do not binge-watch. Yoon Hi Sung was one of the authors of the study. She explained that when binge-watching becomes a habit, "viewers may start to neglect their work and their relationships with others. Even though people know they should not, they have difficulty resisting the desire to watch episodes continuously."

Binge-watching can even lead to addiction. Dr. Renee Carr is a psychologist. She has pointed out that the human body "can become addicted to any activity or substances that consistently produce dopamine." In fact, she says, the same pathways in the brain that are activated by drug addiction are activated by an addiction to binge-watching.

Another study found that, rather than relieving stress, binge-watching actually worsened stressful feelings like regret, guilt and personal failure. These feelings were tied to a sense of wasted time and inactivity.

When that binge-watching session finally reaches its end, the viewer may even feel depressed or anxious because their favorite show is over.

CON: Binge-watching leads to serious physical health problems

Binge-watching requires sitting for hours and hours. This behavior has been linked to serious medical issues such as heart disease, cancer and blood clots. The frequent snacking that can accompany a binge-watching session can also be linked to weight gain and damaged arteries. One study found that binge-watching was related to poor sleep quality, fatigue and insomnia. Getting very invested in a series right before bed winds the viewer up rather than helping them calm down. Some viewers may be unable to sleep as a result. Others may choose binge-watching over sleep. One survey found that just over 45 percent of binge-watchers had stayed awake all night to binge-watch a show.

CON: Binge-watching makes the show less fulfilling

When viewers have to wait for the next episode of their favorite show, it may make them impatient. However, this experience can also be pleasurable. Damon Lindelof is the co-creator of "Watchmen" and other popular TV shows. He has said that when we binge-watch, we lose something: "That Christmas-morning feeling." The anticipation we used to feel simply "doesn't exist in binge culture," he said. In a binge-watching society, we lose the pleasure of looking forward to and guessing about what will happen next.

This article is available at 5 reading levels at <https://newsela.com>.

On top of this, many shows are just not made for binge-watching. Consider plot points that repeat after a commercial break or at the beginning of a new episode. If someone binge-watches, they'll notice more repetition. Also, the viewer won't have time between episodes to really think about the show. One study found that binge-watching lowered levels of sustained memory. It also lowered viewers' self-reported enjoyment levels.

QUIZ

1 Which statement is a central idea of the article?

- (A) Binge-watching can have serious health consequences on viewers, such as increased anxiety and higher rates of heart disease and insomnia.
- (B) Studies indicate that binge-watching television is linked to improved social relationships and reduced feelings of stress and anxiety.
- (C) Most millennials regularly engage in binge-watching television, which is defined as watching many episodes or all of a series in quick succession.
- (D) Experts agree that binge-watching has effects on people's health, but they disagree on whether those effects are positive or negative.

2 Which sentence from the article would be MOST important to include in summary of the article?

- (A) Around 40 percent of viewers in these age groups binge-watch an average of six episodes of television in one sitting.
- (B) According to psychiatrists, binge-watching releases a chemical called dopamine in the brain.
- (C) Johnson says watching these more complex shows may actually make viewers smarter.
- (D) The frequent snacking that can accompany a binge-watching session can also be linked to weight gain and damaged arteries.

3 Read the paragraph from the introduction [paragraphs 1-4].

Seventy-three percent of Americans admit to binge-watching. The number is even higher among Millennials (who were born between 1981 and 1996) and members of Generation Z (born between 1995 and 2020). Ninety percent of Millennials have said that they binge-watch, as do 87 percent of Zs. Around 40 percent of viewers in these age groups binge-watch an average of six episodes of television in one sitting. That's about five hours at a time.

How does this paragraph contribute to the development of the main ideas of the article?

- (A) It provides context for the debate that follows by giving readers an idea of how many Americans binge-watch.
- (B) It compares the rate of binge-watching amongst different age groups of Americans.
- (C) It describes the people who are most likely to engage in frequent binge-watching.
- (D) It illustrates how quickly binge-watching emerged as Americans' main form of media consumption.

4 How does the section "PRO: Binge-watching has health benefits, like stress relief" relate to the section "CON: Binge-watching leads to mental-health issues"?

- (A) The first section explains the possible psychological benefits of binge-watching, and the second section contradicts those claims.
- (B) Both sections support the idea that binge-watching is a serious threat to Americans' mental and physical health.
- (C) The first section introduces the idea that binge-watching can be positive, and the second section provides evidence to support that idea.
- (D) Both sections develop the idea that binge-watching is a dangerous habit that can have serious negative health consequences.

Writing Prompt:

Have you been binge-watching any shows? DO you think it has been helpful or harmful during these times? Explain.

ARTICLE 4- APRIL 14th -

“Why the Sky Is Far Away: A Nigerian Folktale”

In the beginning, the sky was close to the Earth, and the people didn't have to work for their food. All they had to do was cut away a piece of sky to eat. It tasted delicious, like meat or corn or honey or anything else they felt like eating. Since they did not have to hunt for their food, all they did was weave and carve and tell stories all day.

When the great King Oba wanted to give a party, his servants would cut out pieces of the sky and shape them into wonderful forms — animals, diamonds, leaves or flowers.

But as time went on, the people forgot to appreciate the sky. They took their food for granted, and they became wasteful. They cut far more sky than they needed and threw what they didn't use onto the garbage heap.

The sky became angry because of the waste and the people's ingratitude for his gift. One day, the sky grew very dark. The people were frightened.

"Oba," a voice boomed above the king's palace. "Wasteful one, king of wasteful, ungrateful people. If you continue to waste food, you will have no more of the sky to cut."

Oba was terrified. He sent messengers all over his kingdom. "Take only what you need," they warned. "The sky is angry because of your greed. Stop wasting the sky, or there will be trouble."

For a while, the people were very careful. They cut only what they needed from the sky. They ate all they took. Nothing was thrown on the garbage heap. Nothing was wasted.

Once every year there was a great festival in Oba's kingdom in celebration of his greatness. All the people looked forward to wearing their best clothes, dancing all day and night, and feasting on wonderful foods.

Oba's servants prepared magnificent food. They pulled pieces of sky down and shaped them into flowers and animals and every imaginable form. They colored them and cooked them and placed them on huge platters so that the food looked tempting and inviting.

The people came in gorgeous robes. Music played and everyone danced. Soon the people became hungry and started to eat. The food was so delicious that they ate and ate until everything was gone. But the people were greedy and wanted more, even though they were no longer hungry. They pulled down great quantities of the sky and gobbled them up. What they couldn't stuff into themselves, they threw on the garbage heap. Greedy and wasteful, they forgot all about the sky's warning.

Suddenly, while the festival was still going on, the sky grew ominously dark. Thunder rumbled and roared, and fearsome knives of lightning sliced through the sky.

"People of the Earth," the sky boomed, "you are wasteful and greedy. I warned you. I will no longer give you food. You will have to work to eat."

The sky sailed up high above the Earth, far out of the reach of the tallest person. Ever since then, no one has been able to reach up and grab a piece of it, and the people must work hard on farms and in factories for their food.

QUIZ

1 Which event would be necessary to include in a summary of this story?

- (A) People dressed in beautiful robes for the party.
- (B) The sky warned the king to not waste food
- (C) The people loved to eat meat, corn and honey.
- (D) Farms and factories are used to make food today.

2 What is the important idea about life that the king learns in the story?

- (A) Do not throw lavish parties.
- (B) It is best to work for yourself.
- (C) Do not be wasteful with food.

(D) It is good to try new foods.

3 Which sentence from the story shows the sky's point of view about the people?

(A) In the beginning, the sky was close to the Earth, and the people didn't have to work for their food.

(B) But as time went on, the people forgot to appreciate the sky.

(C) Suddenly, while the festival was still going on, the sky grew ominously dark.

(D) "People of the Earth," the sky boomed, "you are wasteful and greedy."

4 Is the story written in first person or third person? How do you know?

(A) First person because the sky is telling the story.

(B) First person because the narrator uses the word "I."

(C) Third person because the narrator is not part of the story.

(D) Third person because the king is telling the story.

Writing Prompt:

Describe in detail one character from the text. Explain how the character's thoughts, words, or actions contribute to your understanding of the character and their role in the story.

ARTICLE 5- APRIL 15th -

“Jason Reynolds named National Ambassador for Young People's Literature”

Jason Reynolds wants kids to love his stories, but he wants them to love their own stories more. The award-winning author, whom the Library of Congress announced on January 20, 2020, will be the seventh National Ambassador for Young People's Literature, plans to use his two-year appointment to listen as kids and teens — especially those in small towns — share those stories. Reynolds, a Washington, D.C.-area native and author of 13 books — including "Ghost," "Long Way Down" and "Look Both Ways: A Tale Told in Ten Blocks" — said he's excited about taking the role in a new direction.

"What I don't want to do is be another mouthpiece that says kids need to read," he said. "I realize that literacy is important. I don't think telling them [that] works."

Reynolds prefers promoting reading and writing by encouraging kids to talk. At school visits, he lets them ask questions — whatever they want

"There's always a knucklehead who asks about what car I drive," he said. "That's okay. All of their questions are valid."

Reynolds, 36, credits his mother with instilling in him and his siblings that even as children, their voices were important.

"My mother allowed us to talk back," he said. "She validated my humanity. You're allowed to say that you disagree."

Although not much of a reader as a child, Reynolds liked words. He discovered the poetry of rap music and began writing his own poems at age 9. He shared his efforts with family and by 16 was participating in open-mic nights around Washington.

A lot of kids and teens today, he said, aren't encouraged to do what he did — essentially "Grab the Mic: Tell Your Story," the name of his platform as ambassador.

"I believe that young people — because they're not told that they have the space to speak up — I think they get a little resentful," Reynolds said. "I think that all they're looking for is respect."

This is especially true, he said, of kids and teens from small towns, places with no literary scene or often even visits from authors like him.

"I've been through there. I've been all over this country. They are always surprised that I'm there," Reynolds said. "They say, 'Why did you come here?' And I say, 'Why wouldn't I come here?'"

Kids from small towns will have the opportunity to talk to Reynolds, asking him questions and relating their own experiences. With the help of the nonprofit organization StoryCorps, an oral history project started in 2003, those stories will be recorded and added to the American Folklife Center at the Library of Congress.

Reynolds is working out the details of which towns he will visit over the next two years. He'll wear his medal as have previous ambassadors, including Jon Scieszka, Kate DiCamillo and, most recently, Jacqueline Woodson. But Reynolds plans to deputize hundreds of young storytellers.

"I want to put the ambassador medal around their necks."

Quiz

1 Which answer choice MOST accurately characterizes Reynolds's reaction to becoming the National Ambassador for Young People's Literature?

- (A) He is honored to carry out the role in the tradition of others before him.
- (B) He is proud to be recognized as an important author worthy of the role.
- (C) He is excited to have the chance to share his writing with a wide audience through the role.
- (D) He is pleased to have the opportunity to approach the role in his own way.

2 Which selection from the article BEST introduces Reynolds's personal background to the reader?

- (A) Reynolds prefers promoting reading and writing by encouraging kids to talk. At school visits, he lets them ask questions — whatever they want.

(B) Reynolds, 36, credits his mother with instilling in him and his siblings that even as children, their voices were important.

(C) A lot of kids and teens today, he said, aren't encouraged to do what he did — essentially "Grab the Mic: Tell Your Story," the name of his platform as ambassador.

(D) "I've been through there. I've been all over this country. They are always surprised that I'm there," Reynolds said. "They say, 'Why did you come here?' And I say, 'Why wouldn't I come here?'"

3 What is the author's MAIN purpose for including information about Reynolds's mother?

(A) to provide context for Reynolds's belief that children should be encouraged to share their thoughts

(B) to illustrate the strong literary influence she had on Reynolds

(C) to emphasize that strong family relationships help develop a love of reading in children

(D) to illustrate how a mother can be an inspiration to her children

4 Which option BEST describes Reynolds's point of view about life in small towns?

(A) Small towns tend to develop tighter-knit communities than cities.

(B) Small towns offer fewer literary opportunities than cities do.

(C) Small towns provide an ideal setting for creative expression.

(D) Small towns usually inspire curiosity in children.

Writing Prompt: If you could meet Jason Reynolds what would you ask him? Why?

Math

Student Name: _____ Date: _____

Course: **Math**

Teacher: **Mackie**

Teacher Office Hours: **11-2**

Teacher Email: **mmackie@rhmail.org**

Other form of contact if help is needed:

Cell Phone: **(803) 415-1675**

Instructions:

- 1) Complete one Problem of the Day every day. Please, if possible, submit your answers with explanations of how you got your answers to the discussion board on Canvas.
- 2) For each day, complete your remote learning problem set on paper (like you would work our Spiral HW problems) then scan your work and upload to the assignment in canvas. Please submit as you finish so I can keep grades up to date. If you do not have internet, for IXL and edpuzzles, there will be a worksheet for you to complete.
- 3) April 2nd-
 - a) Problem of the day
 - b) Remote learning 8 a day problem set 2.1 (scan and upload to canvas when complete)
- 4) April 3rd-
 - a) Problem of the day
 - b) Remote learning 8 a day 2.2(scan and upload to canvas when complete)
- 5) April 6th-10th Spring Break No assignments
- 6) April 13th-
 - a) Problem of the day
 - b) Input/Output function tables edpuzzle (worksheet in packet for those without internet)
- 7) April 14th-
 - a) Problem of the day
 - b) Input/Output IXL 5th grade C. 22, C.23, M. 14 (80 or better) (Worksheet in packet for those without internet)
- 8) April 15th-
 - a) Problem of the day
 - b) Input/Output IXL 6th grade BB. 6a, BB. 6b (80 or better) (worksheet in packet for those without internet)
- 9) April 16th and 17th
 - a) No new assignments, catchup on assignments from Round 2

Problem of the Day Questions

Thursday 4/2

You and your neighbors are making trick or treat bags for the other kids in your neighborhood. You have 18 Blow Pops, 12 Airheads and 36 Jolly Ranchers. What is the largest amount of bags you can make with an equal amount in each bag?

Friday 4/3

Name the property used in each expression.

1. $8 * 3$ and $3 * 8$
2. $9(3 + 4)$ and $27 + 36$
3. $(4 + 5) + 6$ and $4 + (5 + 6)$

Monday 4/13

Ben exercises every 12 days and Isabell exercises every 8 days. If they both exercise today, how many days will it be until they both exercise together again?

Tuesday 4/14

A developer was buying land. He bought 3 acres at \$1,863 per acre. He then split the land he purchased into 9 lots. How much should he sell each lot for just to break even?

Wednesday 4/15

Solve the equations.

1. $3x = 24$
2. $10 - x = 3$
3. $x + 36 = 54$

Thursday 4/16

Catch Up Day

Friday 4/17

Catch Up Day

Remote Learning 8 a day problem set 2.1

Thursday 4/2:	8-a day problem set 2.1
Tim's lunch bill was \$50.50. He gave the waitress a 20% tip. What was the total he paid for lunch including tip. (hint: use is/of=%/100 to solve)	What is x if $x + 2y = 10$ and $y = 3$?
The area of a square is 25 cm^2 . What is the length of the sides of the square?	A nutrition label indicates that one serving of apple crisp oatmeal has 2.5 grams of fat. How many grams of fat are there in 3.75 servings?
Simplify each fraction a. $\frac{9}{45} = \underline{\hspace{2cm}}$ b. $\frac{64}{72} = \underline{\hspace{2cm}}$ c. $\frac{5}{25} = \underline{\hspace{2cm}}$	A photograph is $5 \frac{1}{8}$ inches wide. It is being enlarged to 3 times its original size. What is the width of the enlarged photograph?
A sloth spends $\frac{4}{5}$ of its life asleep. If a sloth lives to be 28 years old. How many years does it spend asleep?	The school auditorium holds 1,710 people. There are 3 seats in each row. How many rows of seats are there in the auditorium?

Remote Learning 8 a day 2.2

Friday 4/3:	8-a day problem set 2.2
A sheet of printer paper is 8.5 inches by 11 inches. What is the area of the paper? (explain the steps you use to get the answer)	Find the GCF of the following numbers a. 45, 65 _____ b. 80, 100 _____ c. 12, 36 _____
What is the value of $13 \times [4 + (8 - 2)]$	David and 3 of his friends took a trip to Carowinds. The cost per ticket was \$75.87. How much did it cost for them to get into the park?
A pack of 10 pencils cost \$5.50. How much does each pencil cost? If you pay with a \$20 bill. How much change will you receive. (NO CALCULATOR; SHOW ALL WORK)	At the flea market Jerry found 7 buckets of LEGOs with each bucket containing 9,792 LEGO pieces. If he wanted to split the LEGO pieces into 6 piles, how many pieces should he put into each pile?
Use power of 10 rules to divide each number. (Show how you moved the decimal) a. $4.2 \div 100 =$ _____ b. $3.22 \times 10 =$ _____ c. $6.61 \times 1000 =$ _____ d. $7.73 \div 10 =$ _____	The girl scouts are going to the pool. It will cost them \$2.50 per person to go and there are 12 people going. What will the total cost be? (show all work; No calculator)

Input/Output Tables Worksheet 1

	Rule	
Input	$\times 3$	Output
11		
5		
10		
9		
8		

	Rule	
Input	$\div 11$	Output
77		
33		
132		
22		
121		

	Rule	
Input	$\times 8$	Output
5		
1		
12		
11		
7		

	Rule	
Input	$\div 7$	Output
77		
56		
35		
42		
7		

	Rule	
Input	$\times 3$	Output
6		
10		
5		
2		
8		

	Rule	
Input	$\div 2$	Output
16		
8		
6		
20		
24		

Input/output tables worksheet 2

Fill in the Empty Boxes.

1)

In	Out
11	
19	
36	
44	

Rule: Multiply 2

2)

In	Out
121	
242	
385	
484	

Rule: Divide 11

3)

In	Out
31	
38	
41	
45	

Rule: Multiply 10

4)

In	Out
12	
21	
28	
37	

Rule: Multiply 9

5)

In	11	14	21	23
Out				

Rule: Multiply 7

6)

In	19	26	29	45
Out				

Rule: Multiply 10

7)

In	133	140	175	217
Out				

Rule: Divide 7

8)

In	13	29	37	43
Out				

Rule: Multiply 11

Write the rule and fill in the empty boxes.

9)

In	Out
45	15
87	29
99	33
135	

Rule:

10)

In	Out
70	14
140	28
165	
185	37

Rule:

11)

In	Out
17	136
30	240
32	
42	336

Rule:

12)

In	Out
162	
204	34
240	40
246	41

Rule:

13)

In	95	120	185	200
Out	19		37	40

Rule:

14)

In	180	252	324	369
Out		28	36	41

Rule:

Input/Output Tables Worksheet 3



Name: _____

In and Out Boxes (Functions)

Determine what the relationship is between the first number (input and the second number (output). Fill in the blank boxes with the right number. Write down what the rule is below the table.

1.

Input	Output
3	27
10	90
9	
5	

2.

Input	Output
10	110
8	88
1	
5	

3.

Input	Output
8	40
5	25
9	
1	

4.

Input	Output
10	20
6	12
5	
4	

Science Section

Student Name: _____

Date: _____

Course: **Science**

Teacher: **Mrs. Conner**

Teacher Office Hours: **12-2**

Teacher Email: **kconner@rhmail.org**

Other form of contact if help is needed:

Cell Phone:

Instructions to complete the student packet: April 2-17

-All Work must be submitted by Friday, April 17th

-April 2--Go to Launchpad and Click Discovery Ed Icon Watch Assigned Video "Plants" and Answer Questions. You can either use the text entry or upload a separate document (Word doc or picture)

-April 3--Go to Launchpad and Click Discovery Ed Icon Watch Assigned Video "Plant Structures" and Answer Questions You can either use the text entry or upload a separate document (Word doc or picture)

-April 13-Go to Canvas and complete the Day 3 Vascular and Nonvascular Plant EdPuzzle. Then complete the Vascular/NonVascular Discussion. Make Sure you follow all directions for the discussion.

-April 14--Choose one of the following options:

1. Draw four pictures in all--2 different pictures of vascular plants and 2 different pictures of nonvascular plants. Under each picture describe how the plant gets food and water. Take a picture of the work and upload to this assignment.

2. Create a Powerpoint with 2 different pictures of vascular plants and 2 different pictures of nonvascular plants. On each slide describe how this plant gets water and food. Upload your Powerpoint to this assignment.

-April 15--Worksheet Photosynthesis and Light

Read the worksheet and answer questions. You can either use the text entry or upload a separate document (Word doc or picture)

-April 16&17--Make Up Days...Complete Any Missing Work

Social Studies Section

Student Name: _____ Date: _____

Course: **Social Studies**

Teacher: **Mr. Cherry**

Teacher Office Hours: **11-1**

Teacher Email: **kcherry@rhmail.org** or in canvas

Other form of contact if help is needed: Zoom (11 AM - 11:30 AM - See schedule below)

Greetings Students and Parents,

As we begin Round 2 of e-Learning instruction, there will be five sets of notes and three sets of assignments that students will be required to complete. Each set of notes will be followed by a set of questions that students will need to answer in complete sentences and submit in Canvas. Assignments and notes will be available beginning Wednesday, April 1st in Canvas. Students can type or write notes and answers; you may also upload your work as a document, type in Canvas, or take a picture.

Please adhere to the schedule below for more details:

DAY of Week	DATE	INFORMATION
Wednesday	April 1st	Guidance Day (No Social Studies or Zoom)
Thursday	April 2nd	Set 1 (Notes/Assignment) - Zoom 11 AM-11:30 AM
Friday	April 3rd	Set 2 (Notes/Assignment) - Zoom 11 AM - 11:30 AM
Monday	April 6th	Spring Break - No eLearning
Tuesday	April 7th	Spring Break - No eLearning
Wednesday	April 8th	Spring Break - No eLearning
Thursday	April 9th	Spring Break - No eLearning
Friday	April 10th	Spring Break - No eLearning
Monday	April 13th	Set 3 (Notes/Assignment) - Zoom 11 AM - 11:30 AM
Tuesday	April 14th	Set 4 (Notes/Assignment) - Zoom 11 AM - 11:30 AM
Wednesday	April 15th	Set 5 (Notes/Assignment) - Zoom 11 AM - 11:30 AM
Thursday	April 16th	Make-up Day - No new work or Zoom
Friday	April 17th	Make-up Day - No new work or Zoom

DAY ONE: Thursday, April 2nd

UNIT: MIDDLE AGES: Africa, Americas, & Asia 6-4.1 – 6.4.4; 3.2
UNIT: The Renaissance 6-6

THURSDAY (APRIL 2ND) OVERVIEW

Today's Schedule

○ Notes Review:

- Medieval/Feudal Japan

○ ASSIGNMENTS:

1. Medieval/Feudal Japan
Reading and Questions

(**DUE:** April 17th)

ROUND 2 TOPICS

○ Japanese Civilization (3.2)

- The Renaissance (6.1)
- The Mayans (4.3)
- The Aztecs (4.3)
- The Incas (4.3)

NOTES: Medieval/Feudal Japan 6-3.2 Thursday, April 2, 2020

Key Points	Information
Arts influenced by religious practices	<ul style="list-style-type: none">- Buddhism & Shinto were major religious influence.- Each religion met different needs, so many Japanese followed the teachings of both.- Shinto shrines were built in the Japanese style near a sacred rock, tree, or other natural feature that they considered beautiful- Followers of Zen Buddhism learned to control their bodies through martial arts. This appealed to the Samurai. They also practiced meditation.- Buddhist ideas inspired many Japanese temples, paintings, poems, and plays.
Other forms of art	<ul style="list-style-type: none">- Origami, lacquered boxes and furniture, and landscape paintings that used watercolors or ink.- Wrote poems, plays, and novels. Practiced calligraphy. Oldest form of poetry was the Tonka, an unrhymed poem of five lines.- Novels described warriors in battle.
Known for....	<ul style="list-style-type: none">- Japan is also known for its tea-drinking ceremonies.

Assignment: Day One

The Rise of Feudalism in Japan

Name: _____ Block: _____

The emperor was an important political and religious figure in Japan. However, by the 1100s, the emperor's power was so weakened that Japan collapsed into civil war. Unable to control the lords of Japan, the emperor lost his political power. A system of feudalism arose in Japan that was similar to feudalism in Western Europe. Lords and their private armies became very powerful.

By 1192, Japan's most powerful lord or noble had the emperor appoint him as Japan's "Supreme Military Governor" or Shogun. For the next 600 years, the Shoguns were the real rulers of Japan, while the emperors acted as mere figureheads. The Shogun stood at the top of the Japanese feudal system. He was the most powerful lord in Japan. The Shogun was a military dictator.

Questions:

1- What happened to the emperor of Japan in the 1100s?

2- What arose in Japan in the 1100s?

3- Define Feudalism.

4- Who was the Shogun?

5- Why did the Shogun rule Japan?

The highest nobles next to the shogun were the daimyos. A daimyo was a noble landowner or a lord. Daimyo controlled large estates, or pieces of land. Daimyo also had private armies or armies of warriors fought for the daimyo. The daimyo gave land to warriors or samurai, which means "one who serves" in exchange for loyalty and protection. Samurai were warriors on horseback and fearless soldiers who carried swords. They believed that to die in battle was an honor. Samurai practiced the Code of Bushido.

The Code of Bushido was the samurai's code of honor. The Code of Bushido demanded that a samurai be loyal to his lord and brave. A samurai had to obey orders and practice self-discipline, or control over one's feelings and actions. Honor was the most important thing in his life. If a samurai lost his honor, he had to commit seppuku or hari-kari. He had to kill himself with his own sword. The Japanese believed that seppuku restored or brought back honor.

Questions:

6- Define daimyo.

7- Who were the samurai?

8- Describe the relationship between a samurai and his daimyo.

9- What was the Code of Bushido?

could a samurai regain his honor?

10- How

Japanese feudalism and European feudalism were similar in many ways but there were several differences. In Europe, when a lord died, the oldest son generally inherited his land. In Japan, a man chose the son who could best take care of the land or if he had no heir, he could adopt a son. In Europe, women were considered weak even though respected. In Japan, samurai expected their wives to be tough and self disciplined. Finally, knights did not think education was important but samurai valued education.

List three differences between Japanese and European Feudalism:

- 1- _____
- 2- _____
- 3- _____

In an outline, one of these is the main topic and the others are sub-topics. Which is the main topic? (Circle)

- 1- Shogun 3- Samurai 2- Daimyo 4- Japan's Feudal Period

Which was a characteristic of feudalism in both medieval Europe and Japan?

- 1- Merchants acquired more power than any other class.
- 2- Political power was held by a strong central government.
- 3- The army encouraged strong national feelings among the people.
- 4- People pledged absolute loyalty to their social superiors.

The code of bushido of the Japanese samurai is most similar to

- 1. belief in reincarnation and karma of Hindus
- 2. practice of chivalry by European knights
- 3. teachings of Judaism
- 4. theory of natural rights of the Enlightenment writers

Feudalism in Western Europe was similar to feudalism in Japan in that

- 1. power was based on class relationships
- 2. equality among the social classes
- 3. direct democracy
- 4. monotheism

Which is a characteristic of a feudal society?

1. rapid social change 2. high literacy rate 3. industrial-based economy 4. rigid class structure



The diagram illustrates the social structure of feudal Japan.

This pyramid shows that feudal Japan had

1. a classless society
2. a growing middle class
3. high social mobility
4. a well-defined class system

DAY TWO: Friday, April 3rd

FRIDAY (APRIL 3rd) OVERVIEW

Today's Schedule

○ Notes Review:

○ The Renaissance

○ ASSIGNMENTS:

1. Protestant Reformation –
Reading and Questions

(**DUE:** April 17th)

ROUND 2 TOPICS

○ Japanese Civilization (3.2)

○ **The Renaissance (6.1)**

○ The Mayans (4.3)

○ The Aztecs (4.3)

○ The Incas (4.3)

NOTES: The Renaissance Friday, April 3, 2020

Key Points	Information
The Renaissance	<ul style="list-style-type: none">- Renaissance means rebirth (of interest in art and learning)- Began in Florence, Italy (1350-1550) – BIRTHPLACE- Due to the location of the Italian peninsula, many Italian city-states became centers of trade and banking- Florence, Milan, and Venice became very wealthy and governed themselves.- The wealthy Medici family ruled Florence and supported many great works of art produced there.
Humanism	<ul style="list-style-type: none">- Humanism: a way of thinking and learning that stresses the importance of human abilities and actions.- Believe individuals are important- Based on the study of classical (Greek and Roman works)- Can be seen in the art, architecture, science, religion, and philosophy from Renaissance
Education	<ul style="list-style-type: none">- Education was influenced by humanism (believed people should increase their potential)- Studied medicine, law, science, philosophy, literature, and history- Learning became secular (non-religious), education used to be controlled by the church- The "Printing Press," invented by Johann Gutenberg, helped spread ideas and more people learned to read and wanted more education.- Humanists opened many universities throughout Europe, which helped spread their belief in the value of the individual.

Assignment: Day Two

The Protestant Reformation (Reading)

Martin Luther (1483 - 1546)

Martin Luther was a German monk and teacher of theology (religion). He was troubled about the possibility of not going to heaven. He led a strict life, but was worried about sin. Luther read the writings of early Christian theologians, including St. Augustine, and the Bible. He found the answer he was looking for in Paul's Letter to the Romans (Romans 1:17 - "The righteous shall by his faith.") Only faith (in the ultimate goodness of Jesus), not good deeds, could save a person. No good works, rituals, etc. would save a person if they did not believe.

Martin Luther prepares to burn the papal bull.

Overall, Luther was a rather crude man. He had no trouble with talking about taking up arms against those who opposed him. He also saw fit to use foul language to combat evil. For example, he dismissed the Jewish rabbis' interpretations of Scripture as "Jewish piss and sh__." He thought his physical ailments were caused by the devil, who was trying to stop him. Before Martin Luther died, when he was very ill, he told his wife, "I am fed up with the world, and it with me. I am like a ripe stool, and the world is like a gigantic anus, and so we're about to let go of each other."

The Beginnings

Indulgences

Tetzel, a friar, sold indulgences. Doctrines of indulgences taught that Christ and the saints had stored up a treasury of merit. Indulgences could reduce the amount of time spent in purgatory; did not bring forgiveness of sin. Indulgences were sold to raise money for the church's increasing expenses. (They were like car salesmen, and lied about them.) (Although Erasmus fiercely attacked philandering and corruption among the clergy, his dislike of violent reform made it impossible for him to give anything but qualified support to Martin Luther. He remained loyal to the Church of Rome and wrote: "I laid a hen's egg; Luther hatched a bird of quite a different species.")

The 95 Theses

Luther began to question the Catholic Church. Some of his beliefs about the church were: • People could not "buy off" their sins, only God could forgive sins. • People were naturally sinful and should seek salvation by believing in God and doing good works • Priests should be subject to the law the same as ordinary men and women • Priests are not divine beings • That all people should be allowed to read the Bible, not just priests. They should interpret the Bible for themselves. Their interpretation of the Bible is just as important as that of a Priest.

On October 31, 1517 Luther posted, on a church door in Wittenburg, his 95 theses saying salvation is achieved through faith alone. He just wanted the church to clean up their act, but the church didn't want to. (Posting things on the church door was really no big deal, that is where people posted all kinds of notices.) The church basically laughed at him, but the people didn't laugh.) The Church was mad, but the people followed Luther. These people became known as "Lutherans."

Diet of Worms

In 1520 Pope Leo X ordered Luther to give up his beliefs. Luther burned the order in front of a cheering crowd and was excommunicated by Leo X. In 1521 Charles V, the Holy Roman Emperor, declared Luther an outlaw when he wouldn't give up his views. Martin Luther went into hiding in a castle (castle of Frederick of Saxony, a German Prince) and translated New Testament into German, making it possible for more people to read the Bible.

Acceptance of Reforms

Some local German churches accepted Luther's ideas. Lutheranism won enormous support and spread throughout Europe because:

- People didn't like all their money going to Rome.
- They didn't like the Italians controlling all church property.
- German princes saw a chance to get church property.

In 1529, German Princes issued a formal "protest" against efforts by the Church to suppress the reforms. The reformers came to be known as "Protestants." They broke away from the Catholic Church, thus beginning the Protestant branch of Christianity.

Protestant Reformation Questions

1. Who was Martin Luther?
2. What were Martin Luther's religious views?
3. In what way was Martin Luther a "crude" man? Explain the 2 of the statements that he made.
4. What were indulgences? Why do you think they became so popular?
5. Which of Martin Luther's disagreements with the Catholic Church do you think were most influenced by the Renaissance idea of humanism? Why?
6. What did Martin Luther do in response to his disagreement? What was the initial reaction?
7. What was the long-term impact of Martin Luther's break from the Catholic Church? What do we see today as a result of his "revolution"?

DAY THREE: Monday, April 13th

MONDAY (APRIL 13th) OVERVIEW

Today's Schedule

○ Notes Review:

○ The Mayans

○ ASSIGNMENTS:

1. Aztecs, Mayans, Incas –
Readings and Questions

(**DUE:** April 17th)

ROUND 2 TOPICS

○ Japanese Civilization (3.2)

○ The Renaissance (6.1)

○ **The Mayans (4.3)**


○ The Aztecs (4.3)

○ The Incas (4.3)



NOTES: The Maya Monday, April 13, 2020



Key Points	Information	
Geographical Feature	- Located on the Yucatan Peninsula - Civilization located in Central America - Region has rainforests, swamps, sink holes, flat terrain	
Social Features	- Polytheistic religion, gods controlled all aspects of life - hieroglyphics was the written language	
Political Features	- Independent city-states ruled by multiple kings (each city-state had their own king) - Kings were considered god-kings (divine) who were to be served and worshiped.	
Economic Features	- Used slash-and-burn farming method - Trading with other city-states	
Contributions in Math, Astronomy, and Architecture	- Civilization created a 365 day calendar - Astronomy (studied the moon and stars, calendar was based on astronomy) - Numbering system based on 20 - Architecture: step pyramids with temples at the top to honor gods (ex: Chichan, Itza, and Tikal) - Advanced Engineering (building skills)	

DAY FOUR: Tuesday, April 14th

TUESDAY (APRIL 14th) OVERVIEW

Today's Schedule

Notes Review:

The Aztecs

ASSIGNMENTS:

1. Aztecs, Mayans, Incas –
Readings and Questions

(**DUE:** April 17th)

ROUND 2 TOPICS

Japanese Civilization (3.2)

The Renaissance (6.1)

The Mayans (4.3)

The Aztecs (4.3)

The Incas (4.3)



NOTES: The Aztecs

Tuesday, April 14, 2020



Key Points	Information	
Geographical Feature	<ul style="list-style-type: none">- Located in the Valley of Mexico.- Civilization located in Central America.- Region has mountains, swamps, and lakes.	An aerial photograph showing the extensive ruins of the Aztec city of Tenochtitlan, with its complex system of canals and causeways, surrounded by a lush green landscape.
Social Features	<ul style="list-style-type: none">- Polytheistic religion, Aztecs paid tributes to gods and offered human sacrifices- Social hierarchy (four classes)	
Political Features	<ul style="list-style-type: none">- Aztecs had an emperor (believed he was a descendant of the gods)- Strong military	
Economic Features	<ul style="list-style-type: none">- Agriculture and trade were basis for success.- Built terraces on hills and the swamps provided food	
Contributions in Math, Astronomy, and Architecture	<ul style="list-style-type: none">- Created a calendar for worshiping their gods and a solar calendar for farming- Built a great temple in Tenochtitlan to honor the gods- Had floating gardens that were used to grow vegetables	

DAY FIVE: Wednesday, April 15th

WEDNESDAY (APRIL 15th) OVERVIEW

Today's Schedule

Notes Review:

The Incas

ASSIGNMENTS:

1. Aztecs, Mayans, Incas –
Readings and Questions

(**DUE:** April 17th)

ROUND 2 TOPICS

Japanese Civilization (3.2)

The Renaissance (6.1)

The Mayans (4.3)

The Aztecs (4.3)

The Incas (4.3)



NOTES: The Inca Wednesday, April 15, 2020



Key Points	Information
Geographical Feature	<ul style="list-style-type: none">- Located in the Andes Mountains (Peru)- Civilization located in South America- Built terraces (farming was difficult)
Social Features	<ul style="list-style-type: none">- Polytheistic religion, most important god was their powerful sun god- highly structured society; performed human sacrifices- No writing system (Used a quipu- knot tying system)
Political Features	<ul style="list-style-type: none">- Inca = absolute power- Strong central government; Inca let local leaders remain in power
Economic Features	<ul style="list-style-type: none">- Farming was difficult; grew corn and potatoes along terraces- Had llama and alpaca to assist with transporting and farming
Contributions in Math, Astronomy, and Architecture	<ul style="list-style-type: none">- Skilled engineers (no mortar)- Built Machu Picchu (retreat for Incan Kings)- Built roads, tunnels, bridges, aqueducts- Developed their own medicine and surgery techniques- Spoke Quechua



Assignment: Days Three - Five

Aztecs, Incas, and Mayans The Aztec Empire

Mexico City, the capital city of Mexico, has a rich history. Before the President's Palace was built, there was the Palace of Montezuma. Montezuma was a great **emperor** of warrior Indians called the Aztecs. Before a Catholic cathedral was built for Spaniards to use for worship, a huge Aztec temple stood in its place. Before it was the capital of Mexico, Mexico City was Tenochtitlan, the center of the Aztec Empire.

To picture Tenochtitlan at its greatest, imagine an **intricate** system of canals that served as roads for boats. The Aztecs' land was partly underwater, so the people built little islands. They could channel water in between these islands. These channels of water, or canals, made the land dry enough to be the foundation of the city. Sidewalks made of stone lined the canals to give pedestrians a way to travel. There were neighborhoods throughout the city. Each had its own temple, school, land, and council for government.

More than 200,000 people walked about Tenochtitlan every day. Some lived in the city's neighborhoods. Others came from the countryside to the **bustling** marketplace to trade their goods. When the Spanish first saw Tenochtitlan in 1519, it may have been one of the biggest cities in the world. Though most Mexicans speak Spanish today, more than one million still speak the native Aztec language, Nahuatl, as their **primary** language. In fact, even the word "Mexico" comes from the Aztec word "Mexica." The Aztecs called themselves "Mexica" people.

At the heart of the Aztec civilization were nature and natural forces. This was the Aztecs' religion. Gods were very important to the Aztecs because they represented things like the sun and rain, which is what made the crops grow. As part of their religion, Aztecs were fierce warriors. During battle they would capture natives from other tribes. Often, these captives would be **sacrificed** at temples. The Aztecs thought that the gods needed human sacrifices to remain happy.

Article Vocabulary:

- 1 emperor – a king or ruler
- 2 intricate – having many parts, complicated
- 3 bustling – busy
- 4 primary – main or first
- 5 sacrificed – killed as part of a religious ceremony

Questions: Aztecs, Incas & Mayans – The Aztec Empire

1. Which was built first: the Palace of Montezuma or the President's Palace?

- a. the Palace of Montezuma
- b. the President's Palace
- c. They were both built at the same time.
- d. There was no Palace of Montezuma.

2. According to the passage, how was transportation made possible in Tenochtitlan?

- a. Most of the Aztecs traveled on horseback.
- b. Sidewalks were built, and boats passed through the canals.
- c. An intricate road system was created along the canals.
- d. People swam between the little islands that were built.

3. Which conclusion is correct based on the information in the passage?

- a. The city now known as Mexico City has changed over time.
- b. Tenochtitlan has endured intact over hundreds of years.
- c. Nahuatl is a language spoken throughout the world.
- d. The Spanish came to Tenochtitlan to help the Aztecs.

4. What was important to the Aztec civilization?

- a. the President's Palace
- b. Spain
- c. a Catholic cathedral
- d. nature and natural forces

5. What is the purpose of this passage?

- a. to explain how the Spanish invaded the Aztec Empire
- b. to describe the religious practices of the Aztecs
- c. to provide a glimpse into the Aztec Empire
- d. to show the historical transformation of Tenochtitlan

6. Describe the religious practices of the Aztecs.

7. Reread the first paragraph and explain what may have been the author's purpose in writing that paragraph.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ the canal construction, the land was dry enough to create sidewalks of stone so that pedestrians could travel.

- a. Unlike

- b. Likewise
- c. As a result of
- d. Therefore

9. Answer the following questions based on the sentence below.

Tenochtitlan may have been the biggest city in the world when the Spanish first visited it in 1519.

What? Tenochtitlan

(may have been) What? _____

When? _____

10. Vocabulary Word: intricate: having many parts, complicated.

Use the vocabulary word in a sentence: _____

OVERVIEW: Makeup Days (April 16-17th)

UNIT: MIDDLE AGES: Africa, Americas, & Asia 6-4.1 – 6.4.4; 3.2
UNIT: The Renaissance 6-6

Thursday & Friday (April 16-17) OVERVIEW

NOTES TO BE COPIED

○ Notes: (In Canvas)

- Japanese Civilization (3.2)
- The Renaissance (6.1)
 - The Mayans (4.3)
 - The Aztecs (4.3)
 - The Incas (4.3)

ASSIGNMENTS TO BE COMPLETED

○ Readings & Questions

1. Medieval/Feudal Japan
2. Protestant Reformation
3. Aztec, Maya, Inca

*Read the articles and answer the questions. You can print and write on the PDF or write your answers on your own sheet of paper.

ALL ASSIGNMENTS DUE: APRIL 17th