



Sixth Grade Math

Name _____

Understand Fraction Division

I Can divide fractions with like denominators with and without models.

Spark Your Learning



Jayson is making sushi rolls. He has $\frac{5}{6}$ cup of rice and will use $\frac{2}{6}$ cup for each sushi roll. How many whole sushi rolls can he make?



Turn and Talk How many sushi rolls can Jayson make if he uses up all the rice? Explain.

During the *Spark Your Learning*, listen and watch for strategies students use. See samples of student work on this page.

Use Fraction Addition

Strategy 1

Divide $\frac{5}{6}$ into groups of $\frac{2}{6}$.

Use the fact that $\frac{5}{6} = \frac{2}{6} + \frac{2}{6} + \frac{1}{6}$ to find how many groups of $\frac{2}{6}$ are in $\frac{5}{6}$.

There are two groups of $\frac{2}{6}$ in $\frac{5}{6}$.

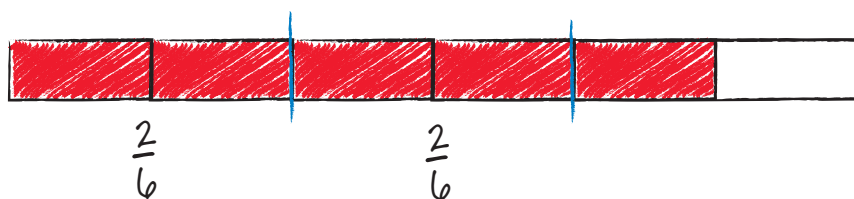
If students . . . use a fraction addition fact to divide the dividend into parts, they are demonstrating exemplary understanding of division with fractions.

Have these students . . . describe how they used fraction addition to find the quotient. **Ask:**

- Q How can you rewrite the dividend as a sum of fractions?

Use a Bar Model

Strategy 2



There are two groups of $\frac{2}{6}$ in $\frac{5}{6}$.

If students . . . use a model to represent $\frac{5}{6}$ and then count groups of $\frac{2}{6}$ in the model, they are relying on the model and are not yet applying the fraction division algorithm.

Activate prior knowledge . . . by having students share and explain how they modeled the problem. **Ask:**

- Q How many groups of $\frac{2}{6}$ within $\frac{5}{6}$ did you count in your model?

COMMON ERROR: Uses the Wrong Operation

$$\frac{5}{6} \times \frac{2}{6} = \frac{10}{36} = \frac{5}{18}$$

If students . . . incorrectly multiply the fractions, they do not understand the question.

Then intervene . . . by reminding students that the question is asking how many groups of $\frac{2}{6}$ cup are in $\frac{5}{6}$ cup. **Ask:**

- Q Which values from the problem are the dividend and the divisor?
- Q How do the dividend and the divisor compare?
- Q Does a quotient less than 1 make sense in the problem context?

Understand Fraction Division

I Can divide fractions with like denominators with and without models.

Spark Your Learning



Jayson is making sushi rolls. He has $\frac{5}{6}$ cup of rice and will use $\frac{2}{6}$ cup for each sushi roll. How many whole sushi rolls can he make?

He can make 2 whole sushi rolls.

Possible answers:

Use the fact that $\frac{5}{6} = \frac{2}{6} + \frac{2}{6} + \frac{1}{6}$.

Or, use a model:



There are two groups of $\frac{2}{6}$ in $\frac{5}{6}$.

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Turn and Talk How many sushi rolls can Jayson make if he uses up all the rice? Explain. See possible answer at the right.

1 Spark Your Learning

MOTIVATE

Introduce the problem. **Ask students:** What do you know about sushi, and have you ever had sushi? Tell students to discuss and share with their partner or team member in a small group.



SUPPORT SENSE-MAKING Three Reads

Have students read the problem three times. Use the questions in the Three Reads box below for a different focus each time.

PERSEVERE

If students need support, guide them by asking:

- Q Assessing** What is the total amount of rice used to make all of the sushi rolls? $\frac{5}{6}$ cup of rice
- Q Assessing** How much rice is in each sushi roll? $\frac{2}{6}$ cup of rice
- Q Advancing** Can $\frac{5}{6}$ cup of rice be divided into a whole number of sushi rolls, each of which has $\frac{2}{6}$ cup of rice? Explain. **no; Possible answer:** Two sushi rolls have $\frac{4}{6}$ cup of rice, which is less than $\frac{5}{6}$ cup, while three sushi rolls would have $\frac{6}{6}$, or 1 cup of rice, which is more than $\frac{5}{6}$ cup.
- Q Advancing • Use Tools** Which tool could you use to solve the problem? Why is this tool more strategic? **Students' choices of strategies and tools will vary.**

EL

SUPPORT SENSE-MAKING • Three Reads

Tell students to read the question stem three times and prompt them with a different question each time.

- 1** What is the situation about?
Possible answer: dividing a supply of rice to make sushi rolls
- 2** What are the quantities in the situation?
a total amount of $\frac{5}{6}$ cup of rice, and $\frac{2}{6}$ cup of rice in each sushi roll
- 3** What are possible mathematical questions that you could ask for this situation? **Possible questions:** How many whole sushi rolls can be made from the rice? How many sushi rolls can be made if a fraction of a sushi roll can be counted?



Turn and Talk Encourage students to describe how division is a separation of a single item into equal parts. In this problem, they should see that dividing by $\frac{2}{6}$ is the same as dividing $\frac{5}{6}$ into groups of $\frac{2}{6}$. $2\frac{1}{2}$ rolls, because there are two groups of $\frac{2}{6}$ in $\frac{5}{6}$ with $\frac{1}{6}$ left over

BUILD SHARED UNDERSTANDING

Select students who used various strategies and tools to share with the class how they solved the problem. Have students discuss why they chose a specific strategy or tool.

UNIT
2

Number Operations**Performance Task**

1. Min Jee is renovating a house. The living room is a rectangle $22\frac{2}{3}$ feet long and $17\frac{1}{4}$ feet wide. A closet in one corner takes up an area of $6\frac{2}{3}$ feet by 6 feet. Min Jee wants to put in new flooring in the living room but not the closet. Flooring is sold by the square yard for \$13.59. How much flooring does she need and how much will it cost?

2. Jared is putting a new deck off the kitchen. The deck will be 94.95 inches deep. He will use 16 boards that are each 5.7 inches wide. He has to leave a small space between the boards. If the 15 spaces between the boards are all equal, how wide will they be?

3. Min Jee wants to build a small patio using either brick or paver stones. It will be 70 inches long and 49 inches wide. Each brick covers an area of $3\frac{1}{2}$ inches by $7\frac{1}{2}$ inches, and costs \$0.59. Each paver covers an area 8.4 inches by 8.4 inches and costs \$1.88. Which would be less expensive to use, and by how much?

The following list shows the price of some building supplies.

Item	Price	Unit
paint	\$13.99	quart
nails	\$8.57	pound

4. Beth needs $5\frac{1}{4}$ quarts of paint to paint some walls. How much will it cost her? (Assume she can buy a fraction of a quart at the same rate.)

5. Carlos needs $2\frac{3}{4}$ pounds of nails. What will it cost him to the nearest cent? _____

UNIT
2

Number Operations

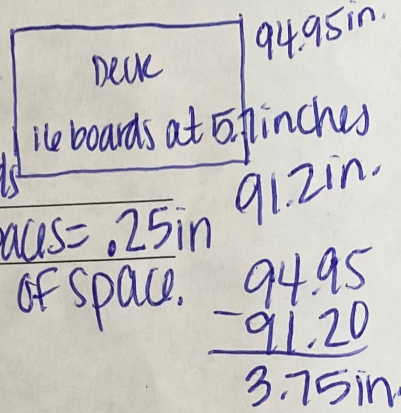
Performance Task

1. Min Jee is renovating a house. The living room is a rectangle $22\frac{2}{3}$ feet long and $17\frac{1}{4}$ feet wide. A closet in one corner takes up an area of $6\frac{2}{3}$ feet by 6 feet. Min Jee wants to put in new flooring in the living room but not the closet. Flooring is sold by the square yard for \$13.59. How much flooring does she need and how much will it cost?

see video for explanation

Min Jee would need 39yd^2 of flooring.
The flooring would cost \$530.01

2. Jared is putting a new deck off the kitchen. The deck will be 94.95 inches deep. He will use 16 boards that are each 5.7 inches wide. He has to leave a small space between the boards. If the 15 spaces between the boards are all equal, how wide will they be?



So $16 \times 5.7 = 91.2\text{in}$ (how much space the boards take up). 3.75 of left over space. $3.75 \div 15$ spaces = $.25\text{in}$ of space.

3. Min Jee wants to build a small patio using either brick or paver stones. It will be 70 inches long and 49 inches wide. Each brick covers an area of $3\frac{1}{2}$ inches by $7\frac{1}{2}$ inches, and costs \$0.59. Each paver covers an area 8.4 inches by 8.4 inches and costs \$1.88. Which would be less expensive to use, and by how much?

$70 \times 49 = 3,430\text{in}^2$ (patio). (Area of Brick: 26.25in^2) (Area of stone: 70.56in^2)
I would need roughly 131 bricks or 49 pavers. Bricks cost \$77.29
+ pavers cost \$92.12. The bricks cost \$14.83 less.

The following list shows the price of some building supplies.

Item	Price	Unit
paint	\$13.99	quart
nails	\$8.57	pound

4. Beth needs $5\frac{1}{4}$ quarts of paint to paint some walls. How much will it cost her? (Assume she can buy a fraction of a quart at the same rate.)

$5 \times 13.99 = \$69.95$ $\frac{1}{4}$ of 13.99 (4×13.99) = \$3.50

So $\$69.95 + \$3.50 =$

\$73.45

5. Carlos needs $2\frac{3}{4}$ pounds of nails. What will it cost him to the nearest cent?

$2 \times 8.57 = \$17.14$ (4×8.57) = $\$2.14 \times 3 = \6.43
Because I have $\frac{3}{4}$ not $\frac{1}{4}$.

So $\$17.14 + \$6.43 =$

\$23.57



Sixth Grade Social Studies

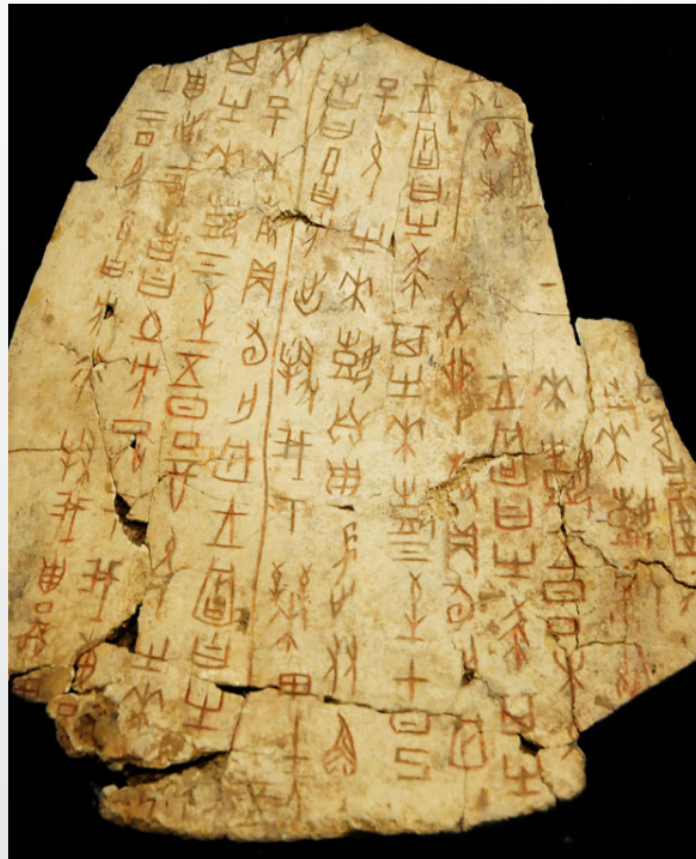
Document-Based Investigation

Part 1: Review the documents below and answer the questions.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Beginning of Writing

Like other early forms of writing, Chinese writing developed from pictographs—symbols that look like what they represent. Over time, the symbols became more complex and looked less like real objects. While most writing was done on bamboo paper, the writing on bone and shell that has survived were used as oracles.



Analyze Sources

What do you observe about these symbols and lines of writing?

The Analects

The followers of Confucius placed their teacher's sayings together in a work called in Chinese the *Lun Yü* and in English *The Analects*. The word *analects* means "writings that have been collected."

"(2.3) The Master said: 'If you govern the people by laws, and keep them in order by penalties, they will avoid the penalties, yet lose their sense of shame. But if you govern them by your moral excellence, . . . they will retain their sense of shame, and also live up to standard.'

(2.17) The Master said: 'Yu! Shall I teach you the meaning of knowledge? When you know a thing to recognize that you know it, and when you do not know that you do not know,—that is knowledge.'

(7.8) The Master said: 'I expound nothing to him who is not earnest, nor help out any one not anxious to express himself.'

(15.23) 'Is there any one word' asked Tzû Kung, 'which could be adopted as a lifelong rule of conduct?' The Master replied: 'Is not Sympathy the word? Do not do to others what you would not like yourself.'"

—Confucius, from *The Analects*

Analyze Sources

What are some of the qualities that Confucius valued?

The First Emperor of China

Shi Huangdi was one of the most powerful rulers in Chinese history. The first ruler to unify all of China, he is also remembered for his building programs. He built roads and canals throughout China and expanded what would become the Great Wall. He also standardized weights, measurements, currency, and writing so all of China had one recognized form for each.

Emperor Shi Huangdi

Policies
<ul style="list-style-type: none">• Strong government with strict laws
<ul style="list-style-type: none">• Standard laws, writing system, money, and weights throughout China
Achievements
<ul style="list-style-type: none">• Unified China
<ul style="list-style-type: none">• Built network of roads and canals
<ul style="list-style-type: none">• Built irrigation system to improve farming
<ul style="list-style-type: none">• Built the Great Wall across northern China

Analyze Sources

Which of Shi Huangdi's achievements or policies do you think was most important? Why?

The *Shiji*

The *Shiji*, also called the *Records of the Grand Historian* or the *Records of the Scribes*, describes more than 2,000 years of Chinese culture. This passage describes a farmer named Bu Shi who wants to help some poor people who are being made to relocate to other regions of China.

“Bu Shi took two hundred thousand cash of his own and turned the sum over to the governor of Henan to assist the people who were emigrating. . . . At this time the rich families were all scrambling to hide their wealth; only Bu Shi, unlike the others, had offered to contribute to the expenses of the government. The emperor decided that Bu Shi was really a man of exceptional worth. . . . Because of his simple, unspoiled ways and his deep loyalty, the emperor finally appointed him grand tutor to his son Liu Hong, the king of Qi.”

—by Sima Qian, translated by Burton Watson

from the *Shiji*

Like many Chinese historians, Sima Qian wanted to use history to teach lessons. What lessons does the story of Bu Shi teach us?

Chinese Interaction with Rome

As the Chinese traded along the Silk Road and by sea, they paid careful attention to the products they saw and the customs of the people they met. Chinese traders and emissaries kept detailed journals of their travels and shared them when they returned home. The following description of the Roman Empire was collected in the *Hou Hanshu*, a history of the Han Dynasty.

“This country produces plenty of gold, silver, and precious jewels, luminous jade, ‘bright moon pearls,’ fighting cocks, rhinoceroses, coral, yellow amber, opaque glass. . . green gemstones, drawn gold-threaded and multi-coloured embroideries, woven gold-threaded net, delicate polychrome silks painted with gold, and asbestos cloth.

They also have a fine cloth which some people say is made from the down of ‘water sheep,’ but which is made, in fact, from the cocoons of wild silkworms. They blend all sorts of fragrances, and by boiling the juice, make storax. . .

The people of this country are honest in business; they don’t have two prices. Grain and foodstuffs are always in good supply. The resources of the state are abundant. When envoys from a neighbouring kingdom arrive at their border, they use the courier stations to get to the royal capital, and when they arrive, they give them gold coins.”

—from the *Hou Hanshu*

compiled by Fan Yeh

Analyze Sources

What did the traveler who provided this description seem to admire about the Romans?

Document-Based Investigation

Part 2: Creating a flyer

Historical Context

Throughout most of its long history, China has been ruled by many different dynasties. Each dynasty influenced China's culture and development in different ways.

Question: Which dynasty had the greatest impact on China's development as a powerful empire?

Task:

1. Using information from the documents you analyzed in part 1.
2. Refer back to the online textbook. Or use the summary pages attached to add more information.
3. On a blank piece of paper, create a flyer that answers the question above.
4. Have fun with this and be creative. If you have technology you may create your flyer electronically.
5. Items you should have in your flyer:
 - a. Title
 - b. Evidence from the provided sources to support your dynasty.
 - c. An image (use one provided or find a new one)
 - d. Add color
6. Use the template below as a place to create your flyer.

Part 3: Module Assessment

Complete the assessment following the summary.

Flyer for Ancient Chinese Dynasty

Ancient China

China has existed for thousands of years. Like many early civilizations, the earliest societies in China formed along a river, known as the Yellow River. The geography of China and its large size impacted trade and culture in unique ways. The ancient Chinese invented many things that we still use today, including gunpowder, silk cloth, and paper. An ancient Chinese philosopher named Confucius made an impact on the way people thought. His ideas, known as Confucianism, are still important in China today.

China's Geography

China is a large country with several physical features that have influenced its history. The **Himalaya Mountains** make up the southwestern border of China. These mountains are a part of the **Plateau of Tibet** with the tallest mountains in the world. Because the mountains prevent moisture from moving further inland, there is a dry area in the center of China called the **Gobi Desert**. On the eastern side of the country flow the **Yangtze** and **Yellow** Rivers, which end in the **Pacific Ocean**.

Chinese Early Culture

The geography of China changed the way the country developed and shared ideas. The Yellow River is considered to be where Chinese history and culture started. Although the Yellow River is known to flood, it was also the way that early Chinese people supported themselves and interacted with each other. The Himalayan Mountains create a natural barrier that kept the Chinese from their neighbors. Because the land

made it difficult for the Chinese to move around and kept others from coming in, their culture developed without significant outside influence.

Ancient China

The Chinese civilization has existed for thousands of years. Throughout Chinese history, many leaders and dynasties boasted important cultural achievements. The Qin Dynasty, though short-lived, had a large impact on China. The Han Dynasty had many scientific achievements.

Qin Shi Huangdi and the Qin Dynasty

Qin Shi Huangdi was the first emperor of China. He ruled from 221 B.C.E. to 206 B.C.E. Following the **Warring States period**, Qin Shi Huangdi unified China under a single leader. Qin Shi Huangdi defeated the leaders of China's competing states, known as warlords, and earned him the title of First Emperor.

Qin Shi Huangdi was a firm believer in **legalism**, a political philosophy that emerged around 200 B.C. Legalists believe that people are bad by nature and must have a strong leader to control them. To establish a strong central government, Qin Shi Huangdi forced Chinese nobles to leave their homes and stay in the capital city. He then replaced the **hereditary** rulers, or people who were given the right to rule by birth, with his own supporters.

In addition to changing the political system of China, Qin Shi Huangdi introduced many other important things. To unify China, Qin Shi Huangdi created standardized writing, weights and measures, and currency. He also started building projects like a system of national roads and the Ling

Canal. One of his most significant contributions was the **Great Wall**. The wall was begun during his reign, but was not completed until much later. Qin Shi Huangdi ordered construction of the wall to help stop the invasion of Mongols from the north.

Qin Shi Huangdi only ruled for a short period of time, roughly 15 years. After becoming emperor of China, Qin Shi Huangdi commissioned the building of his tomb. Discovered in the 1970s, Qin Shi Huangdi's tomb is guarded by roughly 8,000 **terracotta**, or clay soldiers.

Han Dynasty

The Han Dynasty ruled from 206 B.C.E. until 220 C.E. The Chinese grew in power and had many innovations during this time. The most prosperous time of the Han Dynasty was under the leadership of Emperor Wudi. Wudi expanded the empire as far west as Kyrgyzstan and south to Vietnam and the Korean Peninsula through military conquests. The government shared land with feudal lords as a reward for their military help.

Scholars often divide the Han Dynasty into two parts: the **Western Han** and the **Eastern Han**. The imperial capital of the first half of the Han dynasty, known as the Western Han, was located at **Chang'an**. The imperial capital moved to **Luoyang** during the second half of the Han dynasty, known as the Eastern Han. Social unrest forced the Han leaders to relocate the capital from Chang'an to Luoyang around the year 23 CE.

Compared to the Qin Dynasty, the Han Dynasty was much more tolerant of different religions. People returned to practicing Taoism. At the same time, **Confucianism**, or the philosophy of Confucius, became popular.

The Chinese under the Han Dynasty started the **civil service system**, invented paper, and started using acupuncture during this time. The process of making silk was a guarded secret in China. Outside civilizations sought trade with China for this precious good, ultimately leading to the creation of the **Silk Road**. Influenced by the teachings of Confucius, the civil service system awarded positions in the government to individuals who passed the civil service exam. This meant that an increasing number of people from all walks of life could participate in the government.

Mandate of Heaven and Legalism

China's size made it a challenge for leaders to control. As a result, leaders developed ways to encourage citizens to obey and respect laws and rules. The **Mandate of Heaven** was the Chinese belief that gods would only allow a government to stay in power as long as it was good and moral. The **dynastic cycle** was a concept related to the Mandate of Heaven. According to the dynastic cycle, when a dynasty was no longer moral, it would lose its authority to rule and a new dynasty would overthrow it and replace it. Because of this belief in the dynastic cycle, the Chinese people were used to sudden political changes. **Legalism** was another idea that reinforced the power of Chinese leaders. Legalism was an idea that a strong government or leadership was important to keep people from only thinking about their own needs and interests.

Confucianism

Confucius was an important Chinese philosopher. Confucius was born in 551 BCE into a noble family that had recently fled from the **State of Song** in China. After his father died when he was 3 years old, Confucius

was raised in poverty by his single mother. Confucius' teachings were recorded in a book called *The Analects* and stressed respect for tradition and for family members. They were based on different levels of honesty. The first level says that you should be honest because it is good for you personally. The second level says you should be honest out of duty or obligation. The third level is the deepest. This level says you should be honest because you are thinking of the feelings of other people, like your family. Confucius was forced into exile after some of his teachings angered the king. He put great emphasis on the importance of study and understanding of the outside world. He wanted people to think for themselves. His ideas eventually became a basis for government and culture in China.

Silk Road

The Silk Road was a famous series of trade routes that developed between China, India, the Middle East, and Europe, stretching about 4,000 miles total. The routes had to cross a great deal of rugged terrain, winding through mountains and deserts. Because the route was so long, most traders only traveled part of it, trading their goods with other merchants along the way. As a result of the Silk Road, different cultures came into contact with one another and ideas were spread. For example, Buddhism traveled from India to China in the 100s CE due to traders and missionaries traveling the Silk Road.

Inventions

- **Paper** was first made by a court official in China.
- The **compass** was invented by Chinese scientists to allow them to find their way on water and land. The compass is still used today in a variety of forms.
- **Fireworks** were used by the ancient Chinese in ceremonies and celebrations.
- **Gunpowder** was first used in fireworks displays, but eventually the ancient Chinese realized they could use it with weapons.
- **Silk cloth** was another important invention made by the ancient Chinese. They made silk cloth from silkworms.
- **Bronze** was invented when tin and copper were added together. The ancient Chinese used it in a lot of their artwork.
- **Kites** were made with silk for the sail of the kite. They used a different kind of silk for the thread. They made the frame from bamboo, which is a light and flexible wood.

Ancient China

- Which geographical feature separates northern China from southern China?
 - Gobi Desert
 - Pacific Ocean
 - Himalayan Mountains
 - Qinling Shadi Mountains
- Which of the following were common in ancient Chinese villages? Choose the **three** correct answers.
 - cemeteries
 - large palaces
 - stone temples
 - pits for storing grain or rice
 - factories for creating iron tools
 - pens for keeping animals like pigs and sheep
- Number each group to show its level in society (1 is the highest level and 5 is the lowest level).
_____ slaves
_____ artisans
_____ warriors
_____ farmers
_____ rulers and nobles
- Why did Chinese warriors continue to use bronze weapons well into the Iron Age?
 - China had to import its iron from India.
 - Iron weapons were expensive to produce.
 - Bronze swords are stronger than iron ones.
 - Chinese blacksmiths did not understand how to create alloys.
- Which of the following are teachings of Confucius? Choose the **three** correct answers.
 - It is cheating only if you get caught.
 - Learning is a journey, not a destination.
 - Dishonest people often get ahead in life.
 - Rulers should be kind and lead by example.
 - Family members should be loyal to one another.
 - Rulers should use punishment to keep social order.

Name: _____

Date: _____

End-of-Module

Assessment

6. Which philosophy teaches that punishments for crimes are necessary but should be reasonable?
- A. Buddhism
 - B. Confucianism
 - C. Daoism
 - D. Legalism
7. Which of the following are Emperor Shi Huangdi's accomplishments? Choose the **three** correct answers.
- A. began the Great Wall
 - B. opened trade with Japan
 - C. united China for the first time
 - D. created a national set of laws
 - E. conquered the Persian Empire
 - F. converted all his subjects to Buddhism
8. How did Emperor Shi Huangdi increase Chinese agricultural production?
- A. He gave metal plows to his farmers.
 - B. He introduced potatoes to the country.
 - C. He built irrigation systems to redirect water.
 - D. He hired foreigners to teach new farming methods.
9. Which of the following were improvements to the transportation networks under Emperor Shi Huangdi? Choose the **three** correct answers.
- A. built bridges over the Yellow River
 - B. dug canals connecting cities with rivers
 - C. standardized the width of roads to fifty paces
 - D. cleared mountain passes to allow trade with the West
 - E. built new roads connecting Xianyang with the rest of the empire
 - F. dug tunnels through the Himalayan Mountains linking China with India
10. Why were sons valued more than daughters in Han society?
- A. Women could never become the heads of households.
 - B. Sons were expected to make the most money in the family.
 - C. Women could not rise to positions of power in government.
 - D. Sons were expected to take care of the parents in their old age.

Name: _____ Date: _____

11. Match the group to its level in Confucian society.

_____ Upper Class	A. artisans
_____ Second Class	B. merchants
_____ Third Class	C. nobles
_____ Lowest Class	D. peasants

12. Which of the following were invented during the Han period? Choose the **three** correct answers.

- A. paper
- B. bicycles**
- C. iron plows
- D. microscopes**
- E. seismographs
- F. bronze swords**

13. What items did Central Asian traders exchange for Chinese silk cloth during the Han period?

- A. chariots
- B. catapults**
- C. iron swords
- D. strong horses**

14. Which of the following products were commonly traded along the Silk Road? Choose the **three** correct answers.

- A. gold
- B. cloth**
- C. ships
- D. slaves**
- E. animal hides
- F. limestone blocks**

15. How did the Silk Road affect the development of China during the Han period?

- A. The Han Empire became rich trading with foreign countries.
- B. China's population increased due to the migration of foreign merchants.**
- C. China's culture was dramatically altered as it adopted foreign customs.
- D. The Han Empire fought many wars protecting its trading interests against foreign armies.**

Answers: **Document-Based Investigation, Part 1**

Ancient China

The Beginning of Writing

Some symbols look like actual things such as fire, tents, or mountains; the lines of writing are vertical.

The Analects

Confucius valued honesty, fairness, and education.

The First Emperor of China

building canals and roads because they linked distant parts of China together; standardizing writing because it gave the Chinese a common identity.

The *Shiji*

The story of Bu Shi teaches us about generosity, loyalty, and the good treatment of others.

Chinese Interaction with Rome

The traveler admired the Romans' skill and honesty in business, their use of resources, their skill as artisans, how well they treated messengers, and how organized they were.

Assessment Answer Key:

1. D
2. A, D, F
3. Slaves-5; Artisans-3; Warriors-2; Farmers-4; Rulers & Nobles-1
4. B
5. B, D, E
6. D
7. A, C, D
8. C
9. B, C, E
10. D
11. Upper Class- Nobles; Second Class-Peasants; Third Class-Artisans; Lowest Class-Merchants
12. A, C, E
13. D
14. A, B, E
15. A



Sixth Grade

ELA

Name: _____ Class: _____

The Market Square Dog

By James Herriot
1989

James Alfred Wight (1916-1995), known by the pen name James Herriot, was a British veterinarian and writer. Herriot used his years of experience as a veterinarian to write books about animals and their owners. In this short story, a veterinarian helps a stray dog that is injured. As you read, take notes on how the narrator feels about the stray dog.

[1] On market days when the farmers around Darrowby brought their goods to the little town to sell, I used to take a walk across the cobbled ¹square to meet the farmers who gathered there to chat. One of the famers was telling me about his sick cow when he saw the little dog among the market stalls. The thing that made us notice the dog was that he was sitting up, begging, in front of the stall selling cakes and biscuits.



"Poor Dog.." by CARLOS ANDRES MESA GIRALDO is licensed under CC BY 2.0.

"Look at that little chap," the farmer said. "I wonder where he's come from?"

As he spoke, the stallholder threw him a bun which the dog devoured² eagerly, but when the man came round and stretched out a hand the little animal trotted away. He stopped, however, at another stall which sold eggs, butter, cheese, and scones. Without hesitation, he sat up again in the begging position, rock steady, paws dangling, head pointing expectantly.

I nudged my companion. "There he goes again. I always think a dog looks very appealing sitting up like that."

[5] The farmer nodded. "Yes, he's a bonny little thing isn't he? What breed would you call him?"

"A cross, I'd say. He's like a small sheepdog, but there's a touch of something else — maybe terrier."

It wasn't long before the dog was munching a biscuit, and this time I walked over to him, and as I drew near I spoke gently, "Here, boy," I said, squatting down in front of him. "Come on, let's have a look at you."

He turned to face me, and for a moment two friendly brown eyes gazed at me from a wonderfully attractive face. The fringed tail waved in response to my words, but as I moved nearer he turned and trotted away among the market-day crowd until he was lost to sight.

I was standing there, trying to see where he had gone, when a young policeman came up to me.

1. paved with small, round stones
2. **Devour (verb):** to eat something hungrily or quickly

[10] "I've been watching that wee dog begging among the stalls all morning," he said, "but, like you, I haven't been able to get near him."

"Yes, it's strange. You can see he's friendly, but he's also afraid. I wonder who owns him."

"I reckon he's a stray, Mr. Herriot. I'm interested in dogs myself and fancy I know just about all of them around here. But this one is a stranger to me."

I nodded. "I'm sure you're right. Anything could have happened to him. He could have been ill-treated by somebody and run away, or he could have been dumped from a car."

"Yes," the policeman replied, "there are some cruel people about. I don't know how anybody can leave a helpless animal to fend for itself like that. I've had a few tries at catching him, but it's no good."

[15] The memory stayed with me for the rest of the day. It is our duty to look after the animals who depend on us and it worried me to think of the little creature wandering about in a strange place, sitting up and asking for help the only way he knew.

Market day is on a Monday and on the Friday of that week my wife Helen and I had a treat planned for ourselves; we were going to the races in Brawton. Helen was making up a picnic basket with home-made ham-and-egg-pie, chicken sandwiches and a chocolate cake. I was wearing my best suit and I couldn't help feeling very smart because country vets have to work mostly in the fields and cowsheds and I hardly ever got dressed up. Helen, too, had put on her best dress and a fancy hat I had never seen before. As a vet's wife, she too had to work very hard and we weren't able to go out together very often.

We were just about to leave the house when the doorbell rang. It was the young policeman I had been talking to on market day.

"I've got that dog, Mr. Herriot," he said. "You know — the one that was begging in the market square."

"Oh good," I replied, "so you managed to catch him at last."

[20] The policeman paused. "No, not really. One of our men found him lying by the roadside about a mile out of town and brought him in. I'm afraid he's been knocked down. We've got him here in the car."

I went out and looked into the car. The little dog was lying very still on the back seat, but when I stroked the dark coat his tail stirred briefly.

"He can still manage a wag, anyway," I said.

The policeman nodded. "Yes, there's no doubt he's a good-natured wee thing."

I tried to examine him as much as possible without touching because I didn't want to hurt him, but I could see that he had cuts all over his body and one hind³ leg lay in such a way that I knew it must be broken. When I gently lifted his head, I saw that one eyelid was badly torn so that the eye was completely closed. But the other soft brown eye looked at me trustingly.

3. back legs

[25] "Can you do anything for him, Mr. Herriot?" asked the policeman. "Can you save him?"

"I'll do my best," I replied.

I carried the little animal into the surgery and laid him on the table.

"There's an hour or two's work here, Helen," I said to my wife. "I'm very sorry, but we won't be able to go to the races."

"Never mind," she replied. "We must do what we can for this fellow."

[30] Rather sadly she took off her fancy hat and I took off my good jacket. Dressed in our white coats we began to work.

Helen was used to helping me and she gave me the anaesthetic,⁴ then I set the broken leg in plaster and stitched up the wounds. The worst thing was they eye because even after I had stitched the eyelid it was still bruised and tightly closed and I was worried he might lose sight in that eye.

By the time we had finished, it was too late to go out anywhere, but Helen was quite cheerful. "We can still have our picnic," she said.

We carried the sleeping dog out to the garden and laid him on a mat on the lawn so that we could watch him as he came round from the anaesthetic.

Out there in the old high-walled garden the sun shone down on the flowers and the apple trees. Helen put on her fancy hat again and I put my smart jacket back on and as we sat there, enjoying the good things from the picnic basket, we felt that we were still having a day out. But Helen kept glancing anxiously at the little dog and I knew she was thinking the same thing as I was. Would he be all right after all that we had done for him and, even then, what was going to happen to him? Would his owners ever come claim him, because if he didn't, he had nobody in the world to look after him.

[35] Since he had been found by the police, he was classified as a stray and had to go into the kennels at the police station. When I visited him there two days later, he greeted me excitedly, balancing well on his plastered leg, his tail swishing. All his fear seemed to have gone. I was delighted to see that the injured eye was now fully open, and the swelling down.

The young policeman was as pleased as I was. "Look at that!" he exclaimed. "He's nearly as good as new again."

"Yes," I said, "he's done wonderfully well." I hesitated for a moment. "Has anybody enquired⁵ about him?"

He shook his head. "Nothing yet, but we'll keep hoping, and in the meantime we'll take good care of him here."

4. a substance that causes loss of sensation or consciousness

5. another term for "inquire," meaning to ask for information

I visited the kennels often, and each time the shaggy little creature jumped up to greet me, laughing into my face, mouth open, eyes shining. But nobody seemed to want him.

- [40] After a few more days it was clear that no owner was going to claim him, and my only hope was that somebody else would take him and give him a home.

There were other stray dogs in the kennels, and on one visit I saw a farmer calling to collect his wandering sheepdog.

Then a family was overjoyed at being united with their handsome golden retriever.

Finally a little old lady came in and tearfully gathered her tiny Yorkshire terrier into her arms. But nobody came for my little patient.

Various strangers came too, looking for a pet, but nobody seemed to be interested in him. Maybe it was because he was only a mongrel⁶ and the people who visited the kennels wanted a more elegant dog — yet I knew that he would make a perfect pet for anybody.

- [45] A week passed before I went again to the police station. The little dog's kennel was empty.

"What's happened?" I asked the policeman. "Has somebody taken him?"

The policeman looked very grave. "No," he replied, "I'm afraid he's been arrested."

"Arrested?" I said in astonishment. "What do you mean?"

"Well," he said, "it seems that it's against the law for a dog to go begging in the market square so he has been taken into police custody."

- [50] I was bewildered.⁷ "What are you talking about? A dog can't be arrested."

The policeman, still very solemn, shrugged his shoulder. "This dog was."

"I still don't know what this is all about," I said. "Where is he now?"

"I'll take you to him," the policeman replied.

We left the police station and walked a short way along the road to a pretty cottage.

- [55] We went inside and there, in the sitting-room, curled up in a big new doggy bed was my little friend. Two small girls were sitting by his side, stroking his coat.

The policeman threw back his head and laughed. "I've just been kidding you, Mr. Herriot. This is my house and I've taken him as a pet for my two daughters. They've been wanting a dog for some time and I've got so fond of this wee chap that I thought he'd be just right for them."

6. a dog of an undetermined breed

7. **Bewilder** (*verb*): to cause someone to become confused

A wave of relief swept over me. "Well, that's wonderful," I said and I looked at this kind face gratefully. "What's your name?" I asked.

"Phelps," he replied. "PC Phelps. And they call me Funny Phelps at the police station because I like playing jokes on people."

"Well, you certainly took me in," I said. "Arrested indeed!"

[60] He laughed again. "Well, you've got to admit he's in the hands of the law now!"

I laughed too. I didn't mind having the joke played on me because, funny Phelps or not, he was obviously a nice Phelps and would be a kind master for my doggy friend.

It was a happy day when I took the plaster off the little dog's leg and found that the break had healed perfectly. All the nasty cuts had healed, too, and when I lifted him down from the table, the small girls held up a beautiful new red collar with a lead to match. Their new pet liked the look of them because he sat up in that position I remembered so well, his paws dangling, his face looking up eagerly. The begging dog had found home at last.

"The Market Square Dog" from James Herriot's Treasury for Children by James Herriot. Copyright© 1989 by James Herriot. Used by permissions of St Martin's Press and David Hingham Associates Limited.

Grade 6 English, Week 1
Story of the Week “The Market Square Dog”

Monday

Read the story and annotate it. Consider annotating by underlining key ideas, circling unknown vocabulary words, and asking questions you have about the text in the margins.

Tuesday

Paraphrase the story by explaining it to someone in your home. Share the key points the author makes and your thoughts and impressions of the story.

Wednesday

Review the story and write a summary.

Thursday

Answer the following text-dependent questions.

1. Write a statement that best expresses a theme of the story.

2. Cite at least one piece of evidence from the text that supports the theme.

Grade 6 English, Week 1
Story of the Week “The Market Square Dog”

3. Which TWO character traits describe both the narrator and the policeman in the story?
- A. Caring
 - B. Serious
 - C. Comical
 - D. Cruel
 - E. Childish
 - F. Negative
4. Which TWO quotes from the text best support the answers to Part A?
- A. ““there are some cruel people about. I don’t know how anybody can leave a helpless animal to fend for itself like that. I’ve had a few tries at catching him, but it’s no good.” (Paragraph 14)
 - B. ““Can you do anything for him, Mr. Herriot?” asked the policeman. ‘Can you save him?’ ‘I’ll do my best,’ I replied.” (Paragraphs 25-26)
 - C. ““Would his owners ever come claim him, because if he didn’t, he had nobody in the world to look after him.” (Paragraph 34)
 - D. ““After a few more days it was clear that no owner was going to claim him, and my only hope was that somebody else would take him and give him a home.” (Paragraph 40)
 - E. ““Well,’ he said, ‘it seems that it’s against the law for a dog to go begging in the market square so he has been taken into police custody.” (Paragraph 49)
 - F. ““I laughed too. I didn’t mind having the joke played on me because, funny Phelps or not, he was obviously a nice Phelps and would be a kind master for my doggy friend.” (Paragraph 60)

Friday

Answer the following question in a complete paragraph. Include text evidence from the story.

How does the author’s use of the first-person point of view emphasize the narrator’s concern and affection for the dog?



Sixth Grade Science



6th Grade Science Week 1- Waste, Away!

Problem

What do you picture of when you hear the word landfill?

Is one landfill design better for the environment than another?

INQUIRY FOCUS

Observe,
Make Models

Materials

Measuring cup
Loose soil or dirt (not clay)
ruler
small pebbles (or aquarium rocks or glass marbles)
pieces of cheesecloth (or a coffee filter, or 2 paper towels)
scissors
plastic wrap
plastic grocery bag
water
5 rubber bands
red food coloring
tweezers
heavy-duty plastic bag pieces
12 small sponge cubes
3 clear plastic jars or plastic water bottles cut in half

Vocabulary

Leachate is the liquid that drains or 'leaches' from a landfill. The polluted liquid is produced by water passing through and dissolving chemicals from buried waste in a landfill.

Procedure

1. Read over the entire procedure to preview the three landfill systems you will model. You will determine and label which parts of the models that represent groundwater (potential drinking water), rain-fall, solid waste, leachate, and the landfill barrier systems.




After you have read how to create the landfill models, Write a prediction about the way each one of the models will respond to the test you will conduct in Part 2.

1 _____

2 _____

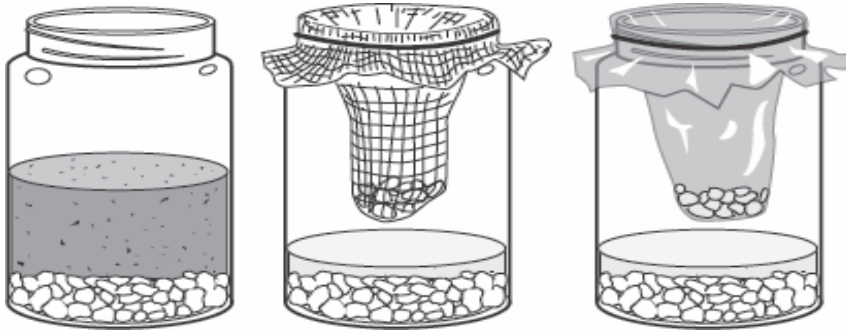
3 _____

Part 1: Modeling Three Different Landfill Systems

2.    Label the three identical jars System 1, System 2, and System 3. Pour 1/3 cup (79 ml) of clean, clear water into each jar (or water bottle cut in half).
3. Add equal amounts of small pebbles to each jar. Fill each container with pebbles just below the water's surface.
4. For System 1, cover the pebble and water mixture with 2.5 cm of loose soil or dirt.
5. For System 2, hang a piece of cheesecloth (or a coffee filter, or 2 paper towels) in the jar about 5 cm above the waterline. Hold the cheesecloth in place with a rubber band around the outside mouth of the jar. Gently pour a handful of small pebbles into the cheesecloth. Make sure there are no holes in the cloth.
6. For System 3, suspend a piece of plastic bag in the jar about 5 cm above the waterline. Hold the plastic in place with a rubber band around the outside mouth of the jar. Gently pour a handful of small pebbles into the plastic. Make sure there are no holes in the plastic.

WASTE, AWAY! *continued*


- Observe the water and pebbles at the bottom of each of the systems. Record your observations of the three systems.



Part 2: Testing the Systems

- Cut a dish sponge into 12 equal pieces. In a small bowl, soak 12 identical sponge cubes in 1 cup of water tinted with 3-4 drops of red food coloring. Use tweezers to place four soaked sponge cubes onto the top surface in each jar.
- Cover the sponge cubes in Systems 2 and 3 with a thin layer (about 1 cm) of soil. Leave the sponge cubes in System 1 uncovered.
- Slowly** pour 2/3 cup (150 ml) of water over each system. Then carefully cover each jar with plastic wrap (without disturbing the system), and hold the wrap in place with a rubber band.

- Make a colored drawing of each system above. Label and explain what each part of the three models represents. (Groundwater, solid waste, leachate, rain fall, landfill barrier)

-  Wash your hands with soap and warm water. Let the systems sit untouched overnight.

- The next day**, observe each landfill system. Note especially any changes in the appearance of the “groundwater,” such as color, clarity, or muddiness. Record observations

1 _____

2 _____

3 _____

Analyze and Conclude

- 1 **Observe** What did your observations and data tell you about how each system responded to the test you conducted in Part 2? Were your original predictions correct? Would you want to drink from the groundwater from each system?

- 2 **Make Models** How well do you think your system models represented the different types of landfills? Suggest some ways to make the models more realistic.

- 3 **Predict** If a community's landfill were not located immediately above its groundwater source, do you think the community's water supply would be completely protected? Explain your answer, why or why not would the water supply be protected?

DIRECTED Inquiry

- 1 **Draw Conclusions** Which part of the system represents the leachate? How well did each landfill system protect the groundwater from the leachate?

1

2

3


- 2 **Classify** Identify which of your three models represent each of these three common types of landfills: a well-designed or sanitary landfill; a landfill with a poor design; and an open dump site. Compare the way the three systems work to help or harm the environment.

- 3 **Summarize** Describe what you learned in this lab about how well different types of landfills protect groundwater that humans use for drinking water and what questions you still have.

What I learned

What I still want to know

EXTENTION TASKS:

- 4 **Design an Experiment**  Solid waste can be compacted (crushed into smaller pieces), and the liquid in it can be removed before it is placed in a landfill. Does preparing the waste in this way make it safer for the environment? Write a hypothesis, and then use the ideas and procedures from this lab to design an experiment that tests your hypothesis. Obtain your parent's permission before trying your experiment.



Communicate

Analyze Models and Systems Partner with another person. Discuss which landfill system would be safest for the environment. Prepare a presentation in which you could convince a city official that the landfill you chose is in fact the safest. Use your observations from the lab as the basis of your argument.