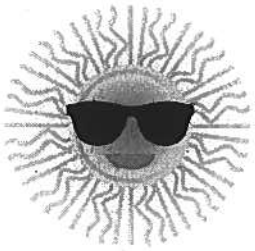
# Middle School SUMMER One-Pager Book Report

A "one-pager" is a book report format that helps you think about, appreciate, and understand the fiction book you just read. It is one page, front and back. The more creative you allow yourself to be, the more you will get out of the reading assignment. One-pagers, when done well, also provide a terrific review that can inspire others to read your book.



**Use white, unlined 8 1/2 x 11 paper (computer paper).**

## On the Front:

- Write the title of the book and author's name. Be creative!

- Choose one important quotation from the story and write it on the front. Tell what page number the quote can be found on. Use quotation marks to note that it is a direct quote from the book.

- Explain why the quotation is significant. ("This quotation expresses…")

- Using markers or colored pencils, draw pictures/images that symbolize different parts of the story. The page should be filled with color. You may use some computer-generated graphics, but some of the art should be your own designs, drawn by you.

*Hint: When working on the front page, be as creative and artistic as you can! Write on a slant, or weave your words around the pictures. Upside down, curved or mirror imagery…let your artistic side loose. The more creative you become, the more you think and learn! Have fun with your freedom!*

## On the Back (include your proper heading):

- Write a brief summary of the story. **(1-2 paragraphs)**. Tell about the major events (the plot), including the conflict (what's the main problem) the setting (where and when is this all happening?), and the characters (what are they like? What are they trying to do? Who or what is trying to stop them?) Just tell the MOST IMPORTANT information. Make sure to use your OWN words!

- Write a short paragraph about the **theme.** Remember that the theme is a larger message about life that the author suggests by what the characters learn from the events in the story. For example, a theme in The Three Little Pigs could be *doing the job right the first time will save you time and trouble in the end.* Think about what lesson the characters in your book learned. What could one possible theme of the story be? Support your theme with specific examples from the story.

## III. Assessment Rubric

One-Pager Assessment Due Sept. 6, 2023

Name_____ Grade_____

Title of Book: _____

Genre:_____

Author_____

| Information | Points | |
|---|---|---|
| 1. Summaries are clear and complete and only discuss the **most important information about the plot, including the conflict, characters, and setting** | 25 | |
| 2. **Identifies a theme** that can be supported by details and events in the story | 15 | |
| 3. **Explanation of one quotation** which shows deep understanding of the text. | 15 | |
| 4. Visuals and symbols are presented creatively, selectively, and are understandable to the viewer/reader (I can tell what you drew, and why you chose to include the pictures you drew). Good effort was made to create a colorful and engaging front side. | 25 | |
| 5. Standard conventions (grammar, punctuation, capitalization, usage, and spelling) are followed, including proper heading. | 10 | |
| 6. Students followed the correct format, outlined on the assignment page, as closely as reasonably able. | 10 | |
| | Total: 100 | |

# Summer Reading List

Choose **one** of the following books (that you **have not read** before) to read this summer and complete your book report.

**5th Grade going to 6th Grade**

The Cricket in Times Square George Selden
Wonder - RJ Palacios
Bridge to Terabithia - Katherine Patterson
The One and Only Ruby - Katherine Applegate
The One and Only Bob - Katherine Applegate

**6th Grade going into 7th Grade**

The Westing Game - Ellen Raskin
El Deafo - CeCe Bell
Maniac Magee - Jerry Spinelli
Walk Two Moons - Sharon Creech
The Crossover - Kwame Alexander

**7th Grade going into 8th Grade**

When You Reach Me - Rebecca Stead
Tuck Everlasting - Natalie Babbit
Freak the Mighty - Rodman Philbrick
Inside Out and Back Again - Thanhha Lai
The House on Mango Street - Sandra Cisneros

St. Helen Catholic Academy
June 2023

Summer Math Review Packet
Incoming 6th Grade

Dear Sixth Graders,

The purpose of this work is for you to review basic skills that we covered during the past year. This is important so that in September, we can move ahead with 6th grade math topics.

All work must be clearly shown for each problem, with the answer clearly labeled. You must write neatly and clearly in pencil. Your work should be written in the space provided, but if you need more room, attach loose leaf with any additional work.

Please note that on some papers, only odd or even-numbered problems must be completed. This will be noted at the top of the paper.

You may want to refer to your notes taken during the year for additional help with the worksheets.

This math packet is due on the first day of school. Do not wait until the end of the summer; do a little at a time. Please e-mail me if you have any questions about the assignment.

I enjoyed working with you during the year and I am proud of your progress and achievements in math. I look forward to our continued success next year!

Have a wonderful, safe, and enjoyable summer with your family and friends. Remember to pray and go to Church.

All the best,

Mr. Sauro

Name _____ Date _____

# Adding Fractions (continued)

COMPLETE ODD NUMBERS ONLY

*Add.*

7. $\begin{array}{r} \frac{3}{8} \\ +\frac{5}{8} \\ \hline \end{array}$

8. $\begin{array}{r} \frac{12}{13} \\ +\frac{14}{13} \\ \hline \end{array}$

9. $\begin{array}{r} \frac{1}{2} \\ +\frac{3}{4} \\ \hline \end{array}$

10. $\begin{array}{r} \frac{1}{8} \\ +\frac{1}{9} \\ \hline \end{array}$

11. $\begin{array}{r} \frac{1}{3} \\ +\frac{1}{6} \\ \hline \end{array}$

12. $\begin{array}{r} \frac{3}{5} \\ +\frac{2}{7} \\ \hline \end{array}$

13. $\frac{7}{16} + \frac{3}{8}$

14. $\frac{7}{10} + \frac{2}{5}$

15. $\frac{3}{14} + \frac{1}{7}$

16. $\frac{5}{12} + \frac{1}{3}$

17. $\frac{1}{6} + \frac{1}{8}$

18. $\frac{1}{6} + \frac{4}{9}$

19. $\frac{3}{8} + \frac{5}{8} + \frac{1}{8}$

20. $\frac{1}{2} + \frac{1}{3} + \frac{1}{4}$

21. $\frac{2}{3} + \frac{3}{4} + \frac{1}{6}$

22. After running $\frac{7}{8}$ mile in a horse race, a horse ran an additional $\frac{3}{8}$ mile to cool down. How far did the horse run altogether?

23. In 1991, about $\frac{1}{5}$ of the crude oil produced was from North America, and about $\frac{2}{7}$ of the crude oil produced was from the Middle East. What fraction of the crude oil produced was from North America or the Middle East?

24. In 1991, about $\frac{3}{10}$ of the petroleum consumed was in North America, and about $\frac{1}{5}$ of the petroleum consumed was in Western Europe. What fraction of the petroleum consumed was in North America or Western Europe?

# Multiplying Fractions and Mixed Numbers (continued)

COMPLETE EVEN NUMBERS ONLY

*Multiply. Write each product in simplest form.*

13. $1\frac{1}{9} \times \frac{3}{5}$

14. $6 \times \frac{11}{12}$

15. $\frac{1}{2} \times 2\frac{2}{3}$

16. $\frac{2}{3} \times \frac{1}{2}$

17. $\frac{3}{4} \times \frac{1}{9}$

18. $3 \times \frac{4}{9}$

19. $\frac{1}{5} \times \frac{1}{4}$

20. $\frac{1}{4} \times \frac{4}{5}$

21. $\frac{4}{9} \times \frac{3}{4}$

22. $\frac{13}{21} \times \frac{7}{13}$

23. $\frac{7}{8} \times \frac{4}{9}$

24. $\frac{5}{7} \times \frac{7}{10}$

25. $\frac{4}{5} \times \frac{5}{14}$

26. $\frac{1}{4} \times \frac{5}{8}$

27. $\frac{2}{3} \times \frac{5}{9}$

28. $\frac{4}{5} \times 7$

29. $2\frac{2}{5} \times 1\frac{3}{7}$

30. $6 \times \frac{2}{3}$

31. $3\frac{3}{4} \times \frac{1}{2}$

32. $1\frac{5}{9} \times 2\frac{4}{7}$

33. $4\frac{1}{3} \times \frac{1}{2}$

SKILL 11

Name _____ Date _____ Period _____

# Adding Decimals

To add decimals, first line up the decimal points. Then add as with whole numbers.

***Examples*** **1** **Add: 36.801 + 8.945.**

$$\begin{array}{r} {\scriptstyle 1\,1\phantom{.000}} \\ 36.801 \\ +\ 8.945 \\ \hline 45.746 \end{array}$$

**2** **Add: 7.3 + 9 + 8.45.**

$$\begin{array}{r} 7.30 \\ 9.00 \\ +\ 8.45 \\ \hline 24.75 \end{array}$$

*Write 9 as 9.00.*

**3** **Add: $415 + $29.05.**

$$\begin{array}{r} {\scriptstyle 1\phantom{.000}} \\ \$415.00 \\ +\ 29.05 \\ \hline \$444.05 \end{array}$$

*Annex zeros to $415 to help align the decimal points.*

***Add.***

**1.** $\begin{array}{r} \$27.06 \\ +\ 7.06 \\ \hline \end{array}$ **2.** $\begin{array}{r} 1.034 \\ +\ 0.08 \\ \hline \end{array}$ **3.** $\begin{array}{r} 68.7 \\ +\ 8.41 \\ \hline \end{array}$ **4.** $\begin{array}{r} 42.6 \\ +\ 21.919 \\ \hline \end{array}$

**5.** $\begin{array}{r} 93.7 \\ +\ 24.85 \\ \hline \end{array}$ **6.** $\begin{array}{r} 140.98 \\ +\ 16.5 \\ \hline \end{array}$ **7.** $\begin{array}{r} 15.987 \\ +\ 9.07 \\ \hline \end{array}$ **8.** $\begin{array}{r} 478.98 \\ +\ 99.076 \\ \hline \end{array}$

**9.** $\begin{array}{r} 14.16 \\ +\ 8.9 \\ \hline \end{array}$ **10.** $\begin{array}{r} 67.032 \\ +\ 5.98 \\ \hline \end{array}$ **11.** $\begin{array}{r} 246.38 \\ +\ 19.976 \\ \hline \end{array}$ **12.** $\begin{array}{r} 17.32 \\ +\ 8.963 \\ \hline \end{array}$

SKILL 12

Name _____ Date _____ Period _____

# Subtracting Decimals

To subtract decimals, line up the decimal points.
Then subtract as with whole numbers.

***Examples*** **1** **Subtract: 8.1 − 4.75.**

$$\begin{array}{r} {\scriptstyle 0\,10} \\ 8.\not{1}\not{0} \\ -\ 4.75 \\ \hline 3.35 \end{array}$$

*Annex a zero to 8.1 to help align the decimal points.*

**2** **Subtract: $84 − $1.79.**

$$\begin{array}{r} {\scriptstyle 3\,9\,10} \\ \$8\not{4}.\not{0}\not{0} \\ -\ 1.79 \\ \hline \$82.21 \end{array}$$

*Annex two zeros to $84 to help align the decimal points.*

**3** **Subtract: 16.703 − 8.**

$$\begin{array}{r} 16.703 \\ -\ 8.000 \\ \hline 8.703 \end{array}$$

*Annex three zeros to 8 to help align the decimal points.*

***Subtract.***

**1.** $\begin{array}{r} 9.14 \\ -\ 2.075 \\ \hline \end{array}$

**2.** $\begin{array}{r} 712.53 \\ -\ 6.44 \\ \hline \end{array}$

**3.** $\begin{array}{r} 20.14 \\ -\ 8.093 \\ \hline \end{array}$

**4.** $\begin{array}{r} \$12.65 \\ -\ 10.99 \\ \hline \end{array}$

**5.** $\begin{array}{r} 14.395 \\ -\ 2.654 \\ \hline \end{array}$

**6.** $\begin{array}{r} 2.42 \\ -\ 0.5 \\ \hline \end{array}$

**7.** $\begin{array}{r} 0.261 \\ -\ 0.09 \\ \hline \end{array}$

**8.** $\begin{array}{r} 9.407 \\ -\ 0.22 \\ \hline \end{array}$

**9.** $\begin{array}{r} 6.324 \\ -\ 0.75 \\ \hline \end{array}$

**10.** $\begin{array}{r} 42.903 \\ -\ 8.05 \\ \hline \end{array}$

**11.** $\begin{array}{r} 16.37 \\ -\ 5.609 \\ \hline \end{array}$

**12.** $\begin{array}{r} 18 \\ -\ 7.63 \\ \hline \end{array}$

SKILL 14

Name _____ Date _____ Period _____

# Multiplying Decimals by Decimals

Multiply decimals just like you multiply whole numbers. The number of decimal places in the product is equal to the sum of the number of decimal places in the factors.

***Example*** **Multiply 0.038 and 0.17.**

$$\begin{array}{rl} 0.038 & \longleftarrow \textit{three decimal places} \\ \times\ 0.17 & \longleftarrow \textit{two decimal places} \\ \hline 266 & \\ 38 & \\ \hline 0.00646 & \longleftarrow \textit{five decimal places} \end{array}$$

The product is 0.00646.

***Place the decimal point in each product.***

**1.** $1.47 \times 6 = 882$ **2.** $0.9 \times 2.7 = 243$ **3.** $6.48 \times 2.4 = 15552$

***Multiply.***

**4.** $0.8 \times 7$ **5.** $0.04 \times 0.3$ **6.** $0.16 \times 26$ **7.** $0.003 \times 4.2$

**8.** $12.2 \times 0.06$ **9.** $0.0015 \times 0.15$ **10.** $1.9 \times 2.2$

**11.** $3.59 \times 0.02$ **12.** $12.2 \times 0.007$ **13.** $0.7 \times 3.11$

SKILL 20

Name _____ Date _____ Period _____

# Simplifying Fractions (continued)

Do # 9-33 odd only

***Write each fraction in simplest form.***

9. $\frac{13}{26}$
10. $\frac{16}{24}$
11. $\frac{12}{18}$
12. $\frac{12}{16}$
13. $\frac{5}{15}$
14. $\frac{15}{25}$
15. $\frac{3}{15}$
16. $\frac{10}{30}$
17. $\frac{9}{21}$
18. $\frac{14}{30}$
19. $\frac{20}{36}$
20. $\frac{6}{24}$
21. $\frac{27}{9}$
22. $\frac{10}{100}$
23. $\frac{25}{40}$
24. $\frac{8}{16}$
25. $\frac{10}{25}$
26. $\frac{8}{40}$
27. $\frac{12}{30}$
28. $\frac{16}{20}$
29. $\frac{7}{42}$
30. $\frac{15}{30}$
31. $\frac{9}{33}$
32. $\frac{10}{16}$

***Solve. Write the answer in simplest form.***

33. Tara takes 12 vacation days in June, which has 30 days. What fraction of the month is she on vacation? Express your answer in simplest form.

34. During a one-hour (60 minute) practice, Calvin shot free throws for 15 minutes. What fraction of an hour did he shoot free throws? Express your answer in simplest form.

SKILL 21

Name _____ Date _____ Period _____

# Writing Improper Fractions as Mixed Numbers

A fraction such as $\frac{8}{5}$ is called an **improper fraction** because the numerator is greater than the denominator. Improper fractions are often expressed as mixed numbers. A **mixed number** is the sum of a whole number and a fraction. Follow the steps in Example 1 to write $\frac{8}{5}$ as a mixed number.

***Example 1*** **Write $\frac{8}{5}$ as a mixed number in simplest form.**

| Step 1 | Step 2 |
|---|---|
| Divide the numerator by the denominator. | Write the remainder as a fraction. |
| $5\overline{)8}$ <br> $-5$ <br> $3$ | $5\overline{)8}$ <br> $-5$ <br> $3$ |

***Example 2*** **Write $\frac{38}{4}$ as a mixed number in simplest form.**

$$9\tfrac{2}{4} = 9\tfrac{1}{2}$$

$4\overline{)38}$
$-36$
$2$

***Write each improper fraction as a mixed number in simplest form.***

1. $\frac{7}{5}$
2. $\frac{13}{8}$
3. $\frac{13}{4}$
4. $\frac{22}{7}$
5. $\frac{6}{4}$
6. $\frac{14}{8}$
7. $\frac{9}{6}$
8. $\frac{14}{10}$

SKILL 22

Name _____ Date _____ Period _____

# Writing Mixed Numbers as Improper Fractions

Follow the steps in Example 1 to change a mixed number to an improper fraction.

***Example 1*** **Write $3\frac{1}{2}$ as an improper fraction.**

| Step 1 | Step 2 |
|---|---|
| First multiply the whole number by the denominator and add the numerator. Then write this sum over the denominator. $3\frac{1}{2} = \frac{(3 \times 2) + 1}{2}$ | Simplify. $\frac{(3 \times 2) + 1}{2} = \frac{6 + 1}{2}$ or $\frac{7}{2}$ |

***Example 2*** **Write $8\frac{3}{5}$ as an improper fraction.**

$$8\frac{3}{5} = \frac{(5 \times 8) + 3}{5} = \frac{43}{5}$$

***Write each mixed number as an improper fraction.***

1. $6\frac{1}{3}$
2. $5\frac{3}{4}$
3. $7\frac{1}{6}$
4. $9\frac{1}{8}$
5. $2\frac{3}{16}$
6. $4\frac{3}{10}$
7. $4\frac{2}{3}$
8. $3\frac{3}{5}$
9. $5\frac{6}{7}$
10. $3\frac{7}{9}$
11. $2\frac{11}{12}$
12. $4\frac{7}{8}$

# Equivalent Fractions (continued)

COMPLETE ODD NUMBERS ONLY

*Complete so that the fractions are equivalent.*

5. $\frac{3}{5} = \frac{15}{\_\_}$
6. $\frac{5}{7} = \frac{10}{\_\_}$
7. $\frac{4}{9} = \frac{12}{\_\_}$
8. $\frac{3}{8} = \frac{6}{\_\_}$
9. $\frac{2}{3} = \frac{\_\_}{24}$
10. $\frac{5}{15} = \frac{\_\_}{3}$
11. $\frac{5}{20} = \frac{\_\_}{4}$
12. $\frac{7}{56} = \frac{\_\_}{8}$
13. $\frac{16}{40} = \frac{2}{\_\_}$
14. $\frac{27}{72} = \frac{3}{\_\_}$
15. $\frac{40}{64} = \frac{5}{\_\_}$
16. $\frac{10}{45} = \frac{2}{\_\_}$
17. $\frac{16}{18} = \frac{8}{\_\_}$
18. $\frac{4}{7} = \frac{\_\_}{42}$
19. $\frac{6}{11} = \frac{\_\_}{33}$
20. $\frac{5}{12} = \frac{25}{\_\_}$

***Find three fractions equivalent to each of the following.***

21. $\frac{1}{2}$
22. $\frac{4}{5}$
23. $\frac{2}{3}$
24. $\frac{5}{6}$
25. $\frac{7}{8}$
26. $\frac{9}{10}$

***Solve.***

27. Ms. Yen works 10 months of 12 each year. Give two fractions that represent the fraction of a year she works.

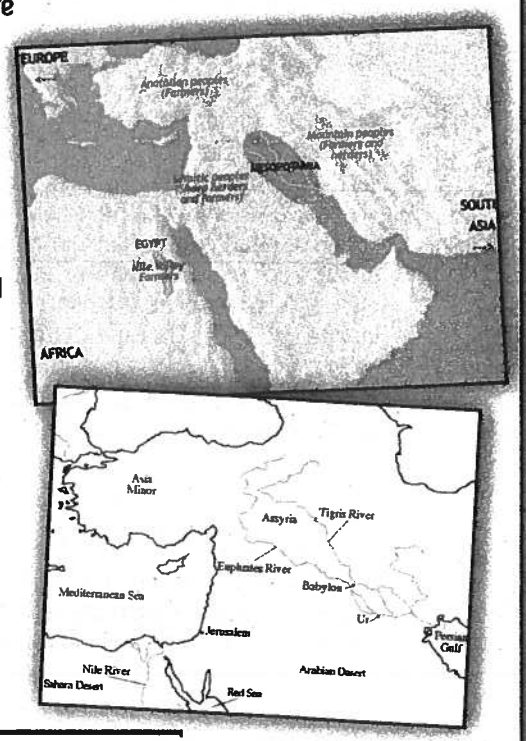
28. During a basketball game, there are 10 players on the floor. Five of the players are on the home team. Give two fractions that represent the fraction of players on the floor that are on the home team.

# MESOPOTAMIA

Mesopotamia was an ancient region in southwestern Asia, located in modern day Iran, that is known for giving birth to the first human civilization. This region has earned the nickname the "cradle of civilization" because it is believed that it was in Mesopotamia that humans first gave up hunting and gathering and settled on farming as their primary mode of survival. Most people in the region settled in the southern section, between the Tigris and Euphrates rivers. These rivers provided early settlers with a very desirable place to live on which to build a permanent settlement. Not only did the Tigris and Euphrates rivers provide settlers with a reliable water supply, but once the rivers receded from their occasional floods, they left behind rich silt that was used to grow crops. The reliability of fresh water led to sustained agriculture, which encouraged humans to give up their nomadic ways and create the first societies the world had ever seen.

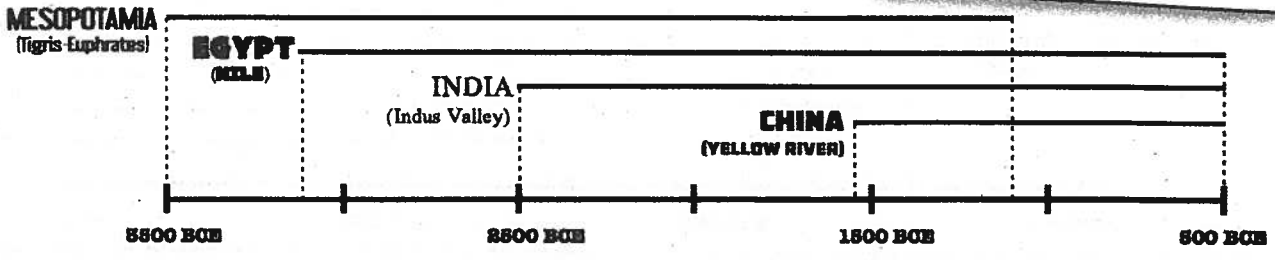
The first people who settled in southern Mesopotamia were known as the Sumerians. The Sumerians built city-states that consisted of a city surrounded by farmland. While the land was flat, fertile, and rich with fish, ducks, and geese, the unpredictable flooding of the rivers caused the land to be very dangerous. Too, water levels varied widely. Those who settled upstream near the rivers' source in the Taurus Mountains enjoyed a consistent and robust water supply. Settlers who settled upstream maintained a level of control over those who lived downstream; they could easily cut off the water supply to the downstream Sumerians by damming the water. This tension over water rights was the subject of many wars between the Sumerians. In order to protect their people and secure their water, leaders created standing armies and even started to build walls around their cities for protection.

Sumerian society was structured in a very simple way: it relied on grain. The lush farmland created a surplus of grain, barley, and other oats, and this is how workers were paid. Since there was a large surplus of these crops, many people were able to leave farming to pursue other professions. Some became merchants, artisans, or government officials. Eventually, the Sumerians would make some of the world's most remarkable inventions, such as the plow to help till soil or the sailboat to reach faraway lands. They also created a number system based on the number 60 - a system that is still used to measure seconds and minutes!




As Sumerian society faded away, they were replaced with an even more sophisticated people: the Babylonians. The Babylonians occupied much of the same land of their Sumerian predecessors and emerged to dominate the region during the reign of King Hammurabi from 1792 to 1750 BCE. Hammurabi is best known for the "Hammurabi Code," the first set of recorded law that is best described as "an eye for an eye" justice.

Over time, Mesopotamia would see a number of different empires rise and fall. From the Sumerians and Babylonians to the Assyrians, Persians, Romans, and even the Ottomans, each group would continue to learn from those who came before while adding their own contributions to the region.

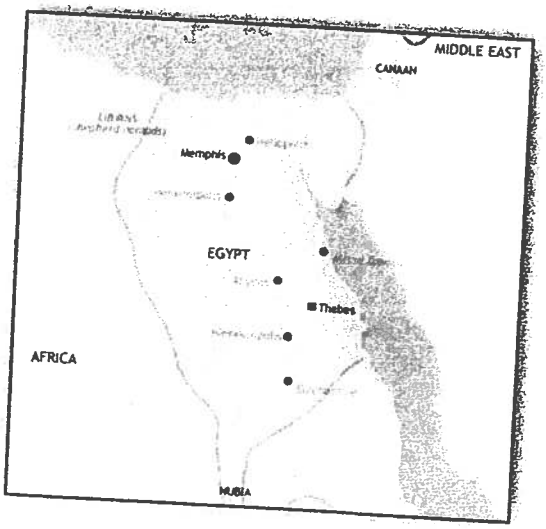


# EGYPT

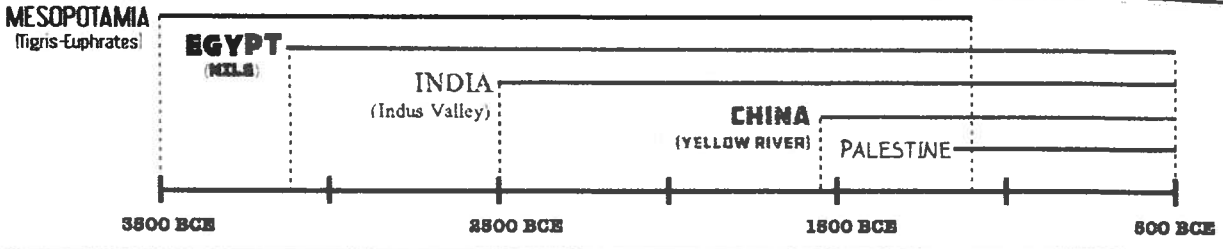
Ancient Egypt was a civilization in northeastern Africa that was concentrated along the lower Nile River. Along with Tigris and Euphrates in Mesopotamia, the Indus Valley near India, and the Yellow River of China, the Nile River in Egypt allowed a great civilization to develop and thrive. While the Egyptian empire did not begin until around 3200-3000 BCE, people began to settle in the region much earlier. Anywhere from 6000 to 5500 BCE, scavengers from the eastern Arabian Desert and the southern Nubian Desert stumbled upon the Nile River while looking for reliable sources of water. It is also believed that settlers traveled west from Mesopotamia in search of fresh water and ultimately settled along the Nile River.

The Nile provided settlers with an abundance of resources. Not only did the river provide freshwater to Egyptians, but it also attracted a wide variety of animal life that the Egyptians learned to hunt, such as fish (catfish, perch) and poultry (duck, heron, goose). Even more important, however, was how the Nile allowed the Egyptians to farm and cultivate their crops. Early Egyptians began to notice the Nile's predictable flood pattern and developed a 365-day calendar to help track the seasonal flooding. Egyptians would wait for the brightest star in the sky, Sirius, to appear. Once Sirius revealed itself, the Egyptians knew the flooding season was approaching. Eventually, the Nile would overflow its banks and soak the surrounding the land. The flood would last for several weeks, and once the Nile receded it left behind a layer of silt that was extremely rich and ideal for farming. The Egyptians then spent four months planting and growing a variety of crops, such as wheat, barley, grain, vegetables, and melons.

Just like in Mesopotamia, which saw a handful of empires rise and fall (Sumer, Babylonia, Assyria), the Egyptians experienced great tension in their early years. By 3400 BCE, the bounty of the Nile River allowed two cities to dominate the region. In the north (Lower Egypt), the city of Nekheb grew rich and powerful while in the south (Upper Egypt) the city of Nekhen vied for complete control of Egypt. In 3000 BCE, war erupted between the two cities. Upper Egypt emerged victorious and their leader Menes became the first pharaoh of Egypt. From this moment on, ancient Egypt would experience widespread peace, stability, and prosperity. One reason this peace continued was because of Egypt's geography. Being surrounded by three deserts - the Arabian Desert to the east, the Nubian Desert to the south, and the Sahara and Libyan Deserts to the west - discouraged neighbors from invading Egypt since the journey itself would be physically demanding. Second, war occurred frequently in Mesopotamia because of the uncertainty of fresh water. With the Nile being so vast, wide, and plentiful, this issue never permeated into Egyptian society. Third, pharaohs maintained complete control over the people in large part because of their role in religious life. Egyptians regarded their pharaoh as a god, and to revolt against him (or her) meant risking banishment in the afterlife.




Along with the creation of a 365-day calendar (much like the one we use today), Egyptians used a reed-like plant known as papyrus to make sandals and to create an early form of paper. Too, ancient Egypt was one the first societies to develop a written language. Egyptians created a form of communication based on pictures and symbols known as hieroglyphics.



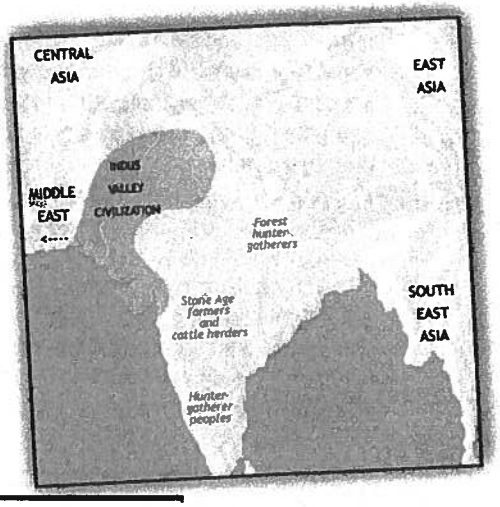
# INDIA

Like Mesopotamia, Egypt, and China, another of the earliest civilizations can be found on the Indian subcontinent. Around 2500 BCE, a civilization arose in modern day Pakistan along the Indus River Valley. However, when compared to Mesopotamia, Egypt, and China, very little known is known about the Indus Valley civilization. This is largely because the language this civilization spoke has never been translated. Over 4,000 objects have been recovered from a variety of archeological sites that show this mysterious script, yet no researcher, scientist, historian, or archeologist has been able to break the cryptic code.

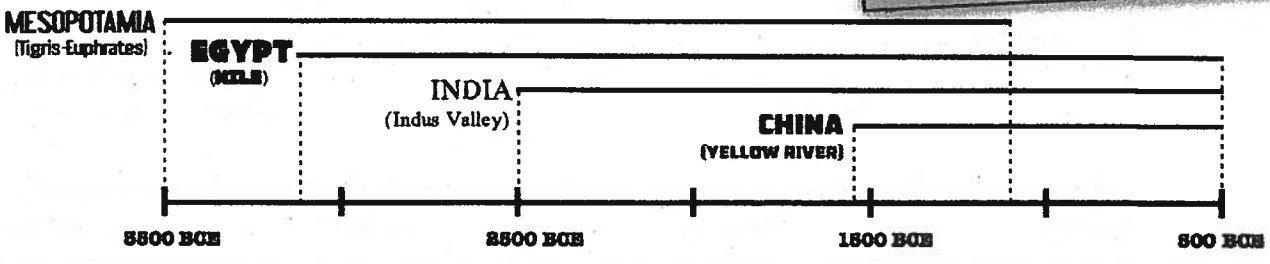
Since little is known about the Indus Valley civilization, researchers have tried to learn all they can from teeth and bones that have been recovered through archeological digs. Researchers have also looked at waste sites for evidence of animal bones or seafood shells. From this, it has been discovered that the Indus Valley civilization raised cattle, pigs, goats, and sheep. Melting snow from the Himalaya Mountains provided the Indus Valley with freshwater that was used to grow crops like wheat, peas, melons, and dates. Like most ancient people, it is believed those living in the Indus Valley ate a very healthy diet. However, skeletal evidence shows that men were better-fed than women. Since the ancient writing cannot be deciphered, we can only assume that males held a superior position in Indus society.

Despite lacking a complete understanding of their language or diet, researchers have still been able to uncover many details about what might have been this civilization's most amazing achievement: their cities. Roughly around the time Egypt was building the Great Pyramid of Giza, ancient Indians were building very sophisticated cities. Many Indus Valley cities, such as those at Harappa and Mohenjo-Daro, were built to withstand the seasonal flooding brought on by the Indus River. For example, both cities had strong earthen walls to protect from the invader waters. Harappa was further protected from flooding by being built on raised platforms. This allowed floodwaters that breached the city's walls to actually rest beneath the city.

Cities in the Indus Valley displayed a host of other exceptional characteristics. Unlike the maze-like cities in Mesopotamia, those in the Indus Valley were built on a grid system which allowed for much easier navigation. Too, Mesopotamian homes and buildings were built with little consistency; bricks were often of different sizes which made repairs difficult. In the Indus Valley, the people had a system for creating bricks that were all the same size. Lastly, Indus Valley cities were far ahead of their time when it came to what existed inside their homes. Specifically, many homes were equipped with a unique water distribution system that provided a sort of "running water" into the home. Even more amazing, people of the Indus Valley homes were the world's earliest to have flush toilets. These existed in many homes and were connected to neighboring homes by a common pipe.




The Indus cities began to decline between 1900 to 1700 BCE, but since we cannot decipher the Indus Valley language, we do not know exactly what caused their decline. Today, researchers believe an outbreak of disease or natural disasters were responsible.



# CHINA

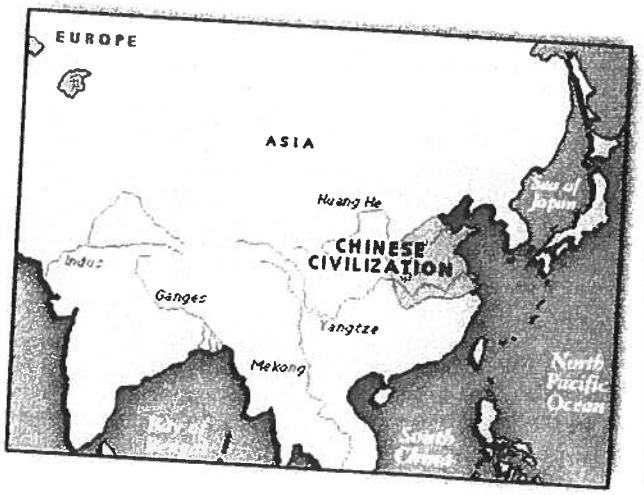
While Mesopotamia and its Tigris and Euphrates rivers are often referred to as the "cradle of civilization," the Yellow River is said to be the "cradle of Chinese civilization" because it gave birth to ancient China. Around the year 1800 BCE, a variety of tribes are believed to have united to create the Xia Dynasty. They all had a common goal: to find a solution to the deadly floods caused by the Yellow River. The flooding washed away crops and was so unpredictable that people were unable to build reliable homes and experience the consistency needed to give birth to a society.

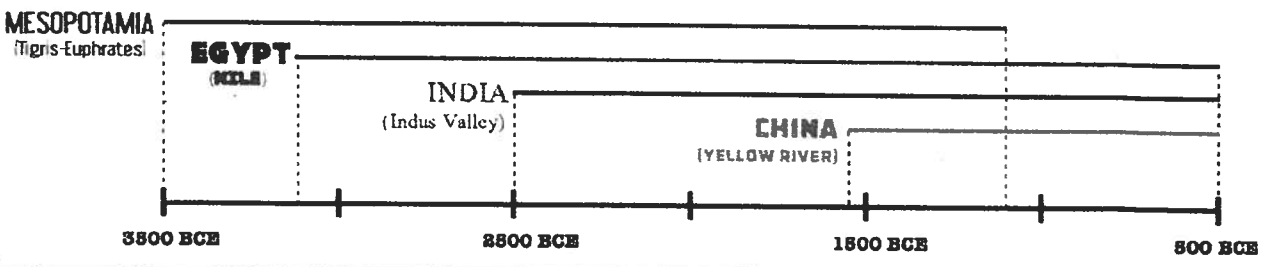
First, the Xia built breakwaters to help direct the raging Yellow River. However, the walls were unable to hold and quickly crumbled due to the river's mighty force. Ultimately, the Xia dug a series of canals that diverted the Yellow River into the countryside. This accomplished two things that allowed the early Chinese civilization to thrive: first, it helped distribute the water which eliminated the worry of floods, and second it provided a reliable source of freshwater to local farmers, which encouraged widespread agricultural production.

Since the Xia Dynasty is often regarded as an evolutionary period in Chinese period - a switch from a nomadic, hunter-gather people to a sedentary, farm-based civilization - historians often look at the Shang as the first true dynasty in China's history. The Shang took over around the 1600 BCE and centered itself on the plentiful Yellow River. This civilization enjoyed a much calmer water supply and extremely rich soil, which allowed for the production of millet, wheat, cabbage, and soybeans. Rice was not a common crop near the Yellow River since it needed a wetter, more humid climate - something that was not found in northern China. Along with growing crops, the Chinese hunted as well.

The Shang government was led by a king who was also at the center of religious power. The king (and the Shang government) was based out of its capital in Anyang, which was surrounded by walls in order to protect from invaders. Shang kings held incredible power, including the ability to raise powerful armies of both chariots and foot soldiers at a moment's notice. The ability to have an army ready at all times was important since evidence suggests that the Shang king was almost always at war.

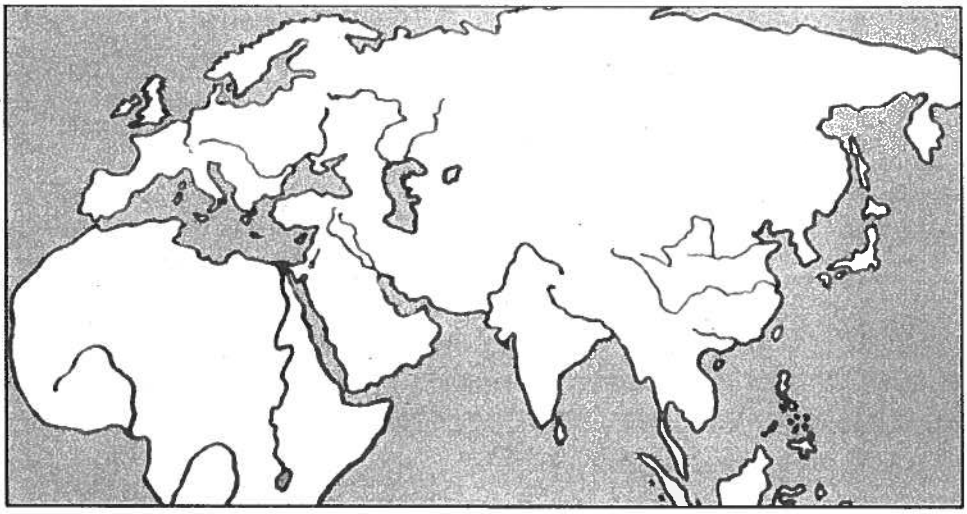
Despite being ancient China's first true civilization, the Shang made several remarkable contributions to Chinese history. First, the Shang government existed during the bronze age, and they took advantage by making a variety of bronze weapons, tools, and religious objects. Second, the Shang created a writing system based on symbols and pictures. In fact, Chinese writing has undergone few changes since it was first developed by the Shang. Lastly, the Shang are known for their oracle bones. The Shang believed strongly in ancestor worship, and they would submit questions to their fallen ancestors that were carved into a bone (such as an animal hip bone or a turtle shell) with a sharp tool. The bones were then heated until the bone or shell cracked. A religious figure would then interpret the crack pattern to determine the ancestor's response.



Name _____ Period _____

| | MESOPOTAMIA | EGYPT | INDIA | CHINA |
|---|---|---|---|---|
| RIVER(S) | | | | |
| BEGIN YEAR (ESTIMATE) | | | | |
| MAJOR CITIES / EMPIRES | | | | |
| 3 facts that describe way of life: | | | | |
| 2 major accomplishments of civilization: | | | | |
| | Place a CIRCLE on the map with a "1" inside to denote this civilization! | Place a CIRCLE on the map with a "2" inside to denote this civilization! | Place a CIRCLE on the map with a "3" inside to denote this civilization! | Place a CIRCLE on the map with a "4" inside to denote this civilization! |



# Summer Packet for Sixth Grade Students

Science

Enclosed:

Earth's Distance from the Sun Worksheets

Scientific Method Worksheet

Please complete and return your packet to your sixth grade teacher on the first day of school.

**Name:** _____

**Date:** _____

**School:** _____

## Earth's Distance from the Sun

Name _____

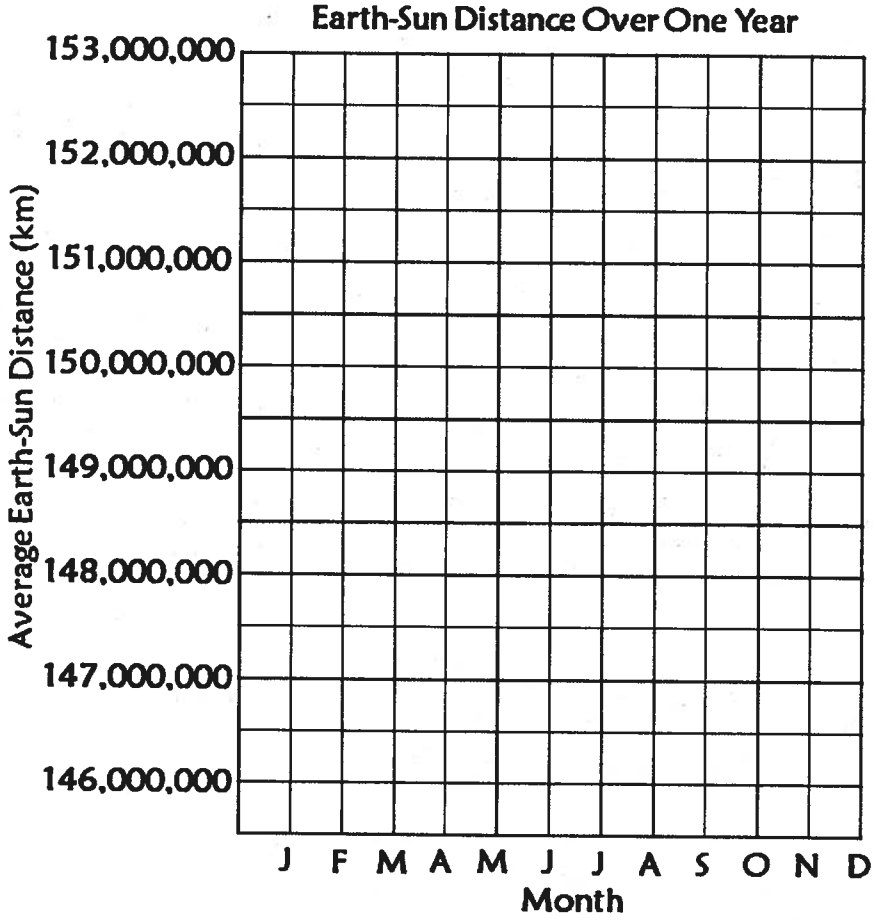
Did you know that the Earth is not always the same distance away from the Sun? Some months of the year we are closer to the Sun than others. In fact, many children (and even some adults) think that the reason it is warmer in the summer is that Earth is closer to the Sun at that time. Could this be true? Let's investigate if we really are closer to the Sun in the summer!

First, it is important to remember that we live in the _____ Hemisphere.

In our Hemisphere, we experience winter in the months _____.

Directions: Generate a line graph from the data below.

| Month | Average Earth-Sun Distance (km) | Month | Average Earth-Sun Distance (km) | Month | Average Earth-Sun Distance (km) |
|---|---|---|---|---|---|
| January | 147,122,000 | May | 151,452,000 | September | 150,499,000 |
| February | 147,623,000 | June | 151,947,000 | October | 149,194,000 |
| March | 149,206,000 | July | 152,076,000 | November | 147,534,000 |
| April | 149,891,000 | August | 151,470,000 | December | 147,249,000 |



**Análysis:**

1. Describe **3 observations** you can make about the data provided.

   1 -

   2 -

   3 -

2. Is the Earth's **orbit** around the Sun a **perfect circle**?
   Use data from the data table to support your answer.

3. During which month is the Sun **closest** to the Earth? **Farthest** away?

4. We live in the Northern Hemisphere and we experience winter in December, January and February. **Based on the information in the data table, could Earth's seasons be due to our distance from the Sun changing over time?** Make a claim, support it with evidence from the data, and explain your reasoning.

| My Claim | My Evidence | My Reasoning |
|---|---|---|
| | | |

**BIG IDEA: Seasons on Earth _____ related to Earth's distance from the Sun!**
(are, are NOT)

4. Think about if a teacher were to give this activity to students in the Southern Hemisphere, where they have *summer* in December, January, and February. Would this activity work as well to dispel the **myth** that we have seasons due to our changing distance from the Sun? Why or why not?

# Religion Summer Assignment

Say the Rosary every day for at least one full week with your family. Then have a parent/Guardian sign off on each day that you say it till you say all seven days. Make sure to go to mass each Sunday too (even when on vacation if possible)!

1. **Monday - Joyful Mysteries**

   Signature:

   _____

2. **Tuesday - Sorrowful Mysteries**

   Signature:

   _____

3. **Wednesday - Glorious Mysteries**

   Signature:

   _____

4. **Thursday - Luminous Mysteries**

   Signature:

   _____

5. **Friday - Sorrowful Mysteries**

   Signature:

   _____

6. **Saturday - Joyful Mysteries**

   Signature:

   _____

7. **Sunday - Glorious Mysteries**

Signature:

_____

## Helpful reminders:

**Joyful mysteries:** 1. Annunciation; 2. Visitation; 3. Nativity; 4. The Presentation of Jesus at the temple; 5. The finding of the child Jesus at the temple

**Sorrowful mysteries:** 1. The agony in the garden; 2. the scourging at the pillar; 3. the crowning of thorns; 4. the carrying of the cross; 5. The crucifixion

**Glorious Mysteries:** 1. The Resurrection; 2. The Ascension; 3. The coming of the Holy Spirit; 4. The Assumption; 5. The crowning of Mary

**Luminous Mysteries:** 1. The Baptism of Jesus; 2. The wedding at Cana; 3. The Proclamation of the Kingdom of Heaven; 4. The Transfiguration; 5. The Institution of the Eucharist

## What prayers to say:

On the cross - Apostle's Creed

Large beads - Our Father

Small beads - Hail Mary

Chain (after each grouping of Hail Mary) - "Glory Be" and "Oh My Jesus" prayer

Decorative extra large bead (in the middle that starts the loop) - "Hail Holy Queen" and if possible the "Concluding prayer" and "St. Michael prayer"

*** There are also recordings on spotify, youtube and the Hallow app that you can say the rosary along with if you find that helpful.