6th Grade Lesson Plan Packet

5/18/2020-5/22/2020

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020
Course: 6 World Cultures
Teacher(s): Mrs. Malpiedi patricia.malpiedi@greatheartsirving.org
Mr. Loomis joseph.loomis@greatheartsirving.org

Weekly Plan:

Monday, May 18
☐ Finish "5/21 Assessment Study Guide"
☐ Watch the "European Exploration" video (on Google Classroom)

Tuesday, May 19
☐ Check answers and study for Thursday's Assessment
☐ Complete "Industrial Revolution" assignment

Wednesday, May 20
☐ Study for Thursday's Assessment
☐ Complete "The Birth of the U.S.A" assignment

Thursday, May 21
☐ Review Study Guide
☐ Take 5/21 Assessment (on Google Classroom)

Friday, May 22
☐ attend office hours
☐ catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

_____
Student Signature

_____
Parent Signature

Packet Instructions

How do I complete the work in this packet?

1. Print it out and write directly on the packet;
   OR
2. Download the file and type your answers onto it with a PDF editor;
   OR
3. View the packet but record all of your answers on loose leaf paper. If you do this, you MUST put full headings (name, class, teacher, date) and titles on all pages. Completion points can be deducted for missing headings and titles.

How, where, and when do I turn in my work?

HOW: Scan or photograph all of your work and save it as a single PDF file. If you worked directly on the PDF, simply save the file with your changes.

WHERE: Upload the PDF to the "Week 8 Packet" post on Google Classroom. Please do not email them to your teacher.

WHEN: Work must be submitted no later than 11:59pm on Sunday May 24, 2020.

The instructions above apply to all of your classes, regardless of subject.
Best of luck, dear students!

This week we have our final week of new material. You will complete assignments on the Industrial Revolution and, as we are in the 1700s, conclude with the founding of our country. This Thursday you will take an assessment on the material we have studied in our Remote Packets. To perform well on this assessment, review the Study Guide thoroughly.

Monday, May 18

1. Please complete the "5/21 Assessment Study Guide" assigned in last week's packet.
2. Go to Google Classroom and find the post entitled, "MON May 18: European Exploration video". Click on the link in the post and watch the video.

Tuesday, May 19

1. Using a colored pen, make corrections to your completed "5/21 Assessment Study Guide" using the key on pages 11-13 of this packet. You will need to include it -- complete with corrections -- in the file you upload at the end of this week.
2. After you have made corrections, review the study guide for at least five minutes.
   *How can I study? Quiz yourself first on the questions you find the most difficult. Review until you can answer all the questions from memory without looking at the answers. Practice **fortitude**!*
3. Complete the "Industrial Revolution" reading and questions on pages 4-6 of this packet.

Wednesday, May 20

1. Complete the "Birth of the U.S.A" reading and questions on pages 7-9 of this packet.
2. Study the "5/21 Assessment Study Guide" until you are ready for tomorrow's assessment.

Thursday, May 21

1. Review the "5/21 Assessment Study Guide" for 5 minutes.
2. When you're ready, go to Google Classroom. Find the post entitled, "THURS May 21: Assessment." Click on it and take the Google Form exam.

Friday, May 22

1. (Optional) Attend Office Hours at 10:30am. The link for this meeting can be found on the "Stream" of your World Cultures Google Classroom page.
2. Catch up or review this week's work.
3. Upload your packet work as a single PDF file to Google Classroom by 11:59pm on Sunday.
   The file should contain the following items:
   - ❏ "5/21 Assessment Study Guide" with answers and evidence of corrections
   - ❏ "Industrial Revolution" questions
   - ❏ "Birth of the U.S.A" questions

_____
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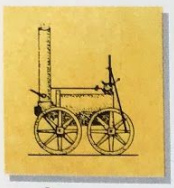
Tuesday, May 19, 2020

GreatHearts Irving

The Industrial Revolution

Instructions: Read and annotate the passage carefully. Then, answer the questions which follow using complete sentences.

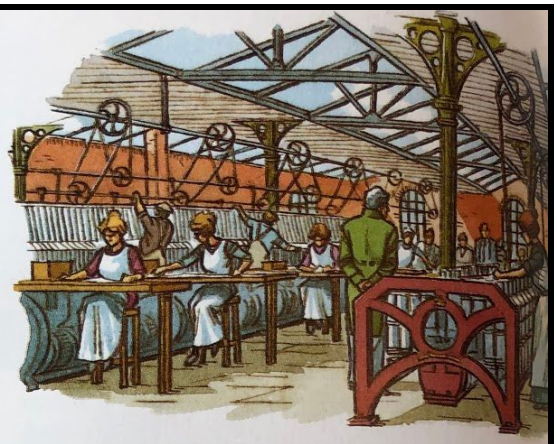


In the early 1700s, most people worked at home, making goods in the slow, traditional way, usually by hand. Men were carpenters, blacksmiths, and weavers. Others were farm laborers, who worked on the land to grow crops to feed their families. Women worked in the home, looked after the animals, cleaned sheep fleece, and spun wool into yarn for clothes.

By the middle of the 19th century, all this had changed. Many British people now lived in towns, and worked in enormous factories, or in stores, offices, railroads, and other businesses designed to serve the inhabitants of these industrial (manufacturing) centers.

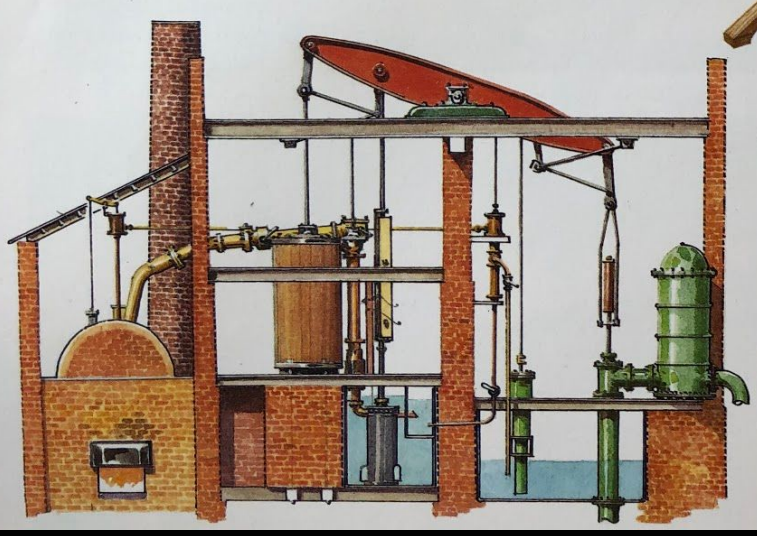
British inventors continued to develop revolutionary new machines, which performed the traditional tasks of spinning and weaving much faster. Machines also made iron and steel. These metals were in turn used to make more machines, weapons, and tools.

Factories housing the new machines made Britain "the workshop of the world." Four main factors helped bring

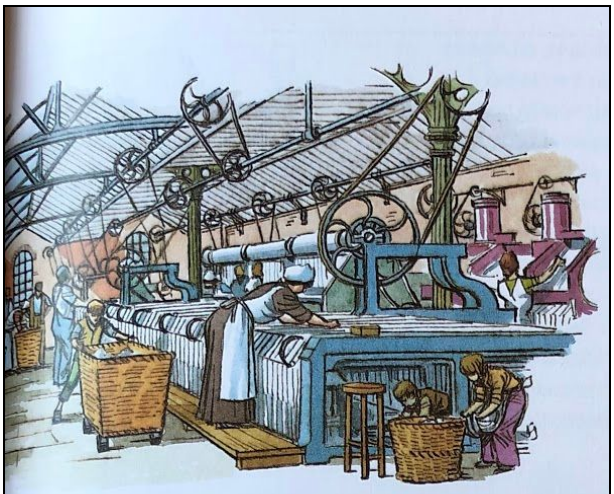


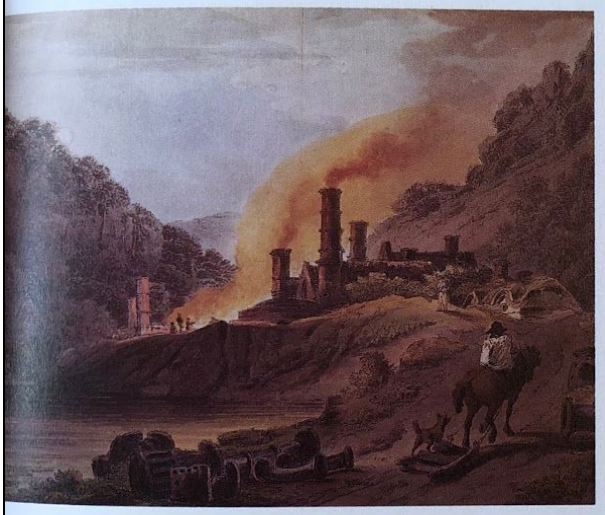
▲ *Early 19th-century workers in a flax mill. Fibers from flax (a plant rather like a nettle) were spun into thread. This was woven to make linen cloth. Workers were mostly women and girls. They earned lower wages than men, and so were cheaper to employ. The mill looks clean, but its machines were dangerous and noisy.*

▼ *The first multi-reel spinning machine, the Spinning Jenny, was made by James Hargreaves in 1764. At first, it was powered by hand, but steam-driven versions were soon built and used successfully.*



◄ *The first steam engine built by Thomas Newcomen in 1712 was used to pump water out of mines. In 1765, James Watt, a Scotsman, improved Newcomen's design, and patented his own steam engine in 1775. It was soon used in factories throughout Britain.*





▲ *The Ironworks at Coalbrookdale in England produced more iron than anywhere else in Europe.*

about this change: coal mining, a canal system, capital (money), and cheap labor. Coal was used to smelt iron and steel, and to make steam to power the new machines. Barges carried bulky raw materials and finished goods along the canals. Profits from Britain's colonies meant there were merchants with money to invest in industry. Poor farmworkers flocked to the towns to find work.

The Industrial Revolution did not reach America until after the Revolutionary War in 1783.

1. Compare how men and women worked in the 1700s (1st paragraph) and in the 19th century (2nd paragraph).
    a. How did most people make goods in the 1700s? (1 sentence)'

    b. What kind of work did men do in the 1700s? (1 sentence)

    c. What kind of work did women do in the 1700s? (1 sentence)

    d. Where did men and women (people) work in the 19th century? (1 sentence)

    e. Look up the definition of the word **factory** and write it down here.

2. In the 3rd paragraph:
    a. What is the name of the “things” that British inventors developed during the Industrial Revolution? (1 sentence)

    b. What were the two main materials that these “things” made? (1 sentence)

3. What made Britain the “workshop of the world?” (4th paragraph)
    a. Look up the definitions for the words **canal**, **to smelt**, **a barge** and **profit** and write them down here.

    b. Name the four factors that brought about this change. (1 sentence)

    c. For each of these four factors, give the specific reasons why it brought about this change. (4 sentences)

_____
_____
_____
Wednesday, May 20, 2020

GreatHearts Irving

The Birth of the USA

You have just read about the Industrial Revolution, which began in England in the late 1700s. Toward the end of the 1700s, another momentous event was taking place across the Atlantic Ocean: the American Revolution and the birth of our country, a country whose government was founded on ideals established by the Greeks and Romans, carried on throughout Western Civilization, and brought to America. You will study American History in 8th grade. For now, please enjoy this introduction to the birth of our nation as our last new topic of the school year.

Instructions: First read the passages on pages _ and __ of this packet. After, complete the questions below.

1. The American colonists were originally from where?
    a. Western Europe
    b. England
    c. Mesopotamia
    d. Boston

2. The British government and American colonists worked together against France in the Seven Years' War. Soon, however, they were in conflict. Why?

_____

_____

3. When did the American Revolution against the British government begin? _____
4. In response to what the colonists saw as British "tyranny," the colonists adopted what document on July 4, 1776?
    a. The Constitution
    b. The Magna Carta
    c. The Declaration of Independence
    d. The 95 Theses

5. True or False? The Constitutional Convention in Philadelphia designed a system of government for American with a president (elected every four years), a Congress (consisting of a Senate and House of Representatives from every state), a Supreme Court, and a system of checks and balances which ensured that none of these three branches would completely control the federal government.

6. Fill in the blanks: "We hold these _____ to be self-_____, that _____ _____ are _____ _____, that they are endowed by their _____ with certain inalienable _____, that among these are _____, _____, and the Pursuit of _____."

10,000 | 5000 | 3000 | 1500 | 500 | 300 | 100 B.C. | 0 | A.D. 100 | 200 | 350 | 500

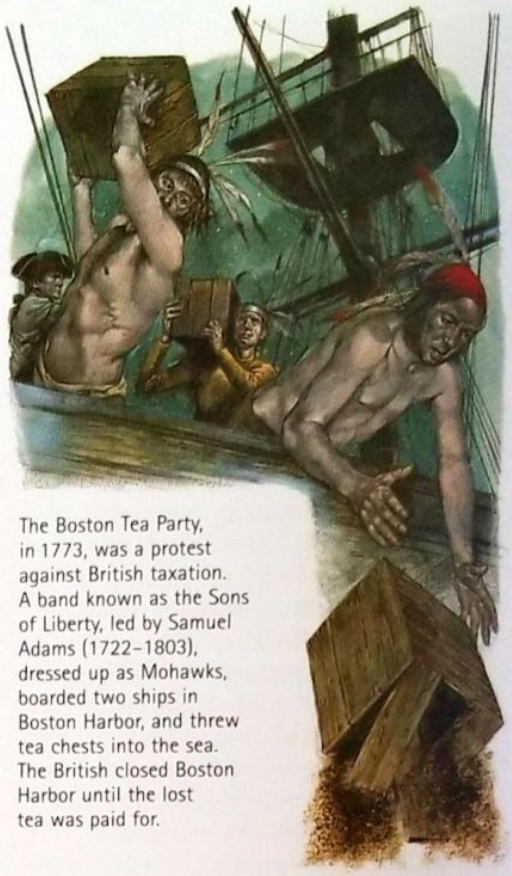
THE BIRTH OF THE U.S.A. 1763–1789

People in the Thirteen Colonies in America were dissatisfied with British rule. They fought for their independence, and a new nation was born.

George Washington (1732–1799) was an officer in the British army and a wealthy landowner. He was made commander in chief of the new American army, fighting the British. In 1789, he became the first president of the United States.

At the end of the Seven Years' War in 1763, both the British government in London and the English colonists in America felt satisfied. They had defeated France and gained territory from them in Canada, as well as land as far west as the Mississippi River. With the French threat gone, the colonists no longer needed the British to defend them.

But the British wanted to govern the old French territories and collect higher taxes to pay for soldiers to defend these newly won lands, so they raised taxes in the 13 colonies. Local colonial assemblies argued that it was unfair for Britain to tax the American colonies, since they had no say in running the British government. They said "taxation without representation is tyranny." The colonies decided to ban all British imports. On July 4, 1776, representatives from all 13 colonies adopted the Declaration of Independence, claiming the right to rule themselves.



The Boston Tea Party, in 1773, was a protest against British taxation. A band known as the Sons of Liberty, led by Samuel Adams (1722–1803), dressed up as Mohawks, boarded two ships in Boston Harbor, and threw tea chests into the sea. The British closed Boston Harbor until the lost tea was paid for.

▲ The British soldiers were well-drilled professionals, while the Americans were mostly volunteers. But the Americans were highly motivated because they felt strongly about their cause. On the left is a uniformed British grenadier, and on the right is an American revolutionary soldier.

At the Battle of Bunker Hill, near Boston, in 1775, the British lost twice as many men as the Americans. It took three uphill assaults for the British to win.

INDEPENDENCE

Guided by the ideas of Thomas Jefferson, and influenced by the Enlightenment, the American Declaration of Independence stated: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."

The American Revolution had begun in 1775. At first the British were successful, despite the problems of fighting nearly 3,000 mi. (5,000km) from home. But the Americans had an advantage because they were fighting on home territory, and they believed in their cause. Six years after the conflict began, the British army surrendered at Yorktown, Virginia, having been defeated by Washington's troops. Britain eventually recognized American independence in the Treaty of Paris in 1783.

KEY DATES

1763	End of the Seven Years' War; British troops sent to North America
1764	Sugar Act taxes imported molasses
1765	Stamp Act adds tax on documents
1775	American Revolution begins; Battle of Bunker Hill takes place
1776	Declaration of Independence
1781	British army surrenders at Yorktown
1783	Britain recognizes American independence
1787	Draft American Constitution drawn up
1789	American Constitution becomes law; George Washington becomes first president
1791	Bill of Rights is adopted

THE U.S. CONSTITUTION

At first, the United States of America was run by the governing body that was set up during the Revolution, the Continental Congress, under the laws called the Articles of Confederation. But the Congress was weak. It was little more than an assembly of representatives from the states and could only make decisions that affected all of the states. It could borrow money, for example, but could not collect taxes from the states to raise money to repay the loan.

Some thought a whole new system of government that would unite the states into a nation was needed. In May 1787, at the Constitutional Convention in Philadelphia, they designed this system. They decided to have a president, elected every four years. He would rule with the help of a Congress (consisting of a House of Representatives and a Senate, made up of representatives from every state), and a Supreme Court.

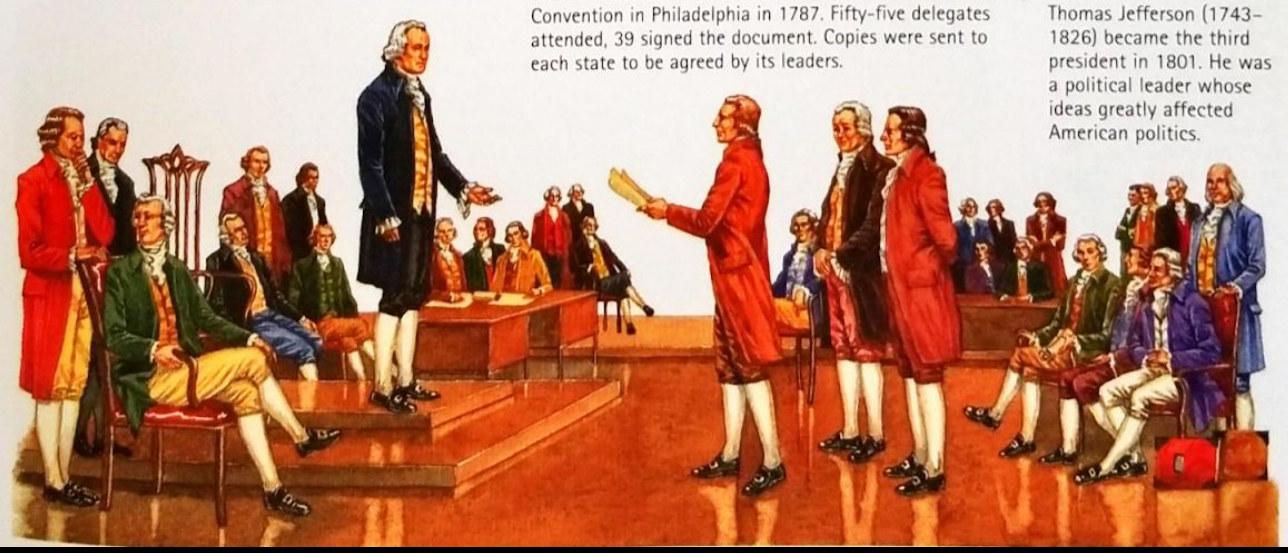
In addition, each of the states would have an elected assembly, and run their state government as they liked. A system of checks and balances would make sure that neither the president, the Congress, nor the Supreme Court would be allowed to control the federal government.

Finally, many people worried that the Constitution did not protect all the rights they had fought so hard for. So, in 1791, ten amendments were added to the Constitution. They are the Bill of Rights.

A Liberty Medal was made to mark the victory of the Americans over the British in 1781.

The Liberty Bell in Philadelphia symbolizes American independence.

Thomas Jefferson (1743–1826) became the third president in 1801. He was a political leader whose ideas greatly affected American politics.

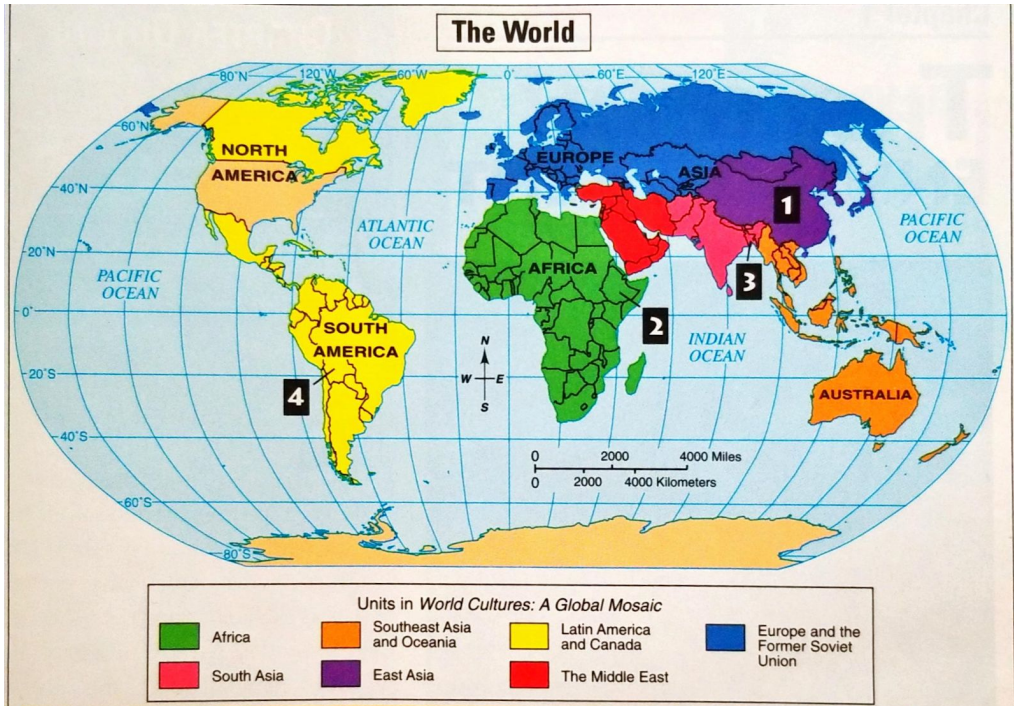


The draft Constitution was worked out at the Constitutional Convention in Philadelphia in 1787. Fifty-five delegates attended, 39 signed the document. Copies were sent to each state to be agreed by its leaders.

Answer Key: "5/21 Assessment Study Guide"

1. *Can you point out the following on an unlabeled world map?*
   - *A. Southeast Asia*
   - *B. Western Europe*
   - *C. the Middle East*
   - *D. Africa*
   - *E. North America*
   - *F. South America*
   - *G. Indian Ocean*
   - *H. Atlantic Ocean*
   - *I. Pacific Ocean*

(The map below is from page 1 in the textbook.)



2. *In the excerpt we read from* History of the Peloponnesian War*, what claim did Thucydides make about how people usually receive new information?*
   Thucydides writes that, **"The way that most men deal with traditions, even traditions of their own country, is to receive them all alike as they are delivered, without applying any critical test whatever."** This can be interpreted in the following way: most people hear stories, even stories from their own country, and **believe the first thing they hear rather than thinking about whether or not it is true**."
   (For more context, see the "Thucydides Reading" from your Week 3 packet.)

3. *When did the Black Plague arrive in Europe and how did it spread?*
   The Black Plague arrived in Europe in 1347 and was first carried by rats through their fleas.
   (For more context, see the "Black Plague" worksheet in your week 3 packet, and its answer key in your Week 4 packet.)

4. *What are the dates for the Hundred Years' War? Which two countries were fighting and why? Who won?*
   The Hundred Years' War started in 1337 and ended in 1453. The war was between England and France. They fought over territory and political power.
   (For more context, see the "Hundred Years' War" worksheet in your week 4 packet, and its answer key in your Week 5 packet.)

5. *What were the architectural advances of the Medieval Period?*
   The following are examples of advances in both architecture and engineering from the Medieval

Period:

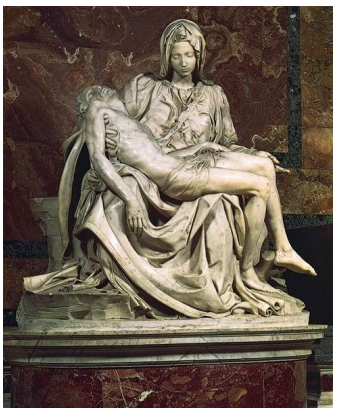
- Europe: **Gothic cathedrals** are examples of even taller and thinner stone construction. These taller yet sturdy structures are aided by the innovative use of pointed arches, more slender pillars, and **masonwork**. These allow for higher and bigger stained glass windows.
- Africa: In Ethiopia, Christians carve their churches into solid rock.
- Islamic Countries: Countries like Turkey, Morocco, Afghanistan, Samarkand are the sources of the architectural features of **arches, domes, pillars, and mosaics**.
- Asia: Further innovative and artful advances include: the carved decorations of Khmer temples, the roofs of Ming palaces, temples in China, expert woodwork in Japan, and Tibetan monasteries built amidst the Himalayan mountains.
- South America: In Peru, the Incas construct the stone city of Machu Picchu in the Andes mountains. It still stands today.

(For more context, see the "Medieval Architecture" worksheet in your week 4 packet, and its answer key in your Week 5 packet.)

6. *What is the etymology of "Renaissance"?*
   It is a French word. *Re-* means "again" and "naissance" can be traced to the Old Latin *nasci* meaning "be born." "Renaissance" thus means "**Rebirth**."
   (For more context, see the "Renaissance" assignment from your Week 5 Packet.)

7. *Who was Lorenzo de Medici and what was his role in Italian art and culture during the Renaissance?*
   Lorenzo de Medici was a member of a powerful, ruling family from Florence. He made the Italian spoken in Florence the **national language** of Italy. He was a joint ruler of Florence starting when he was twenty years old. He and his family worked to build communities of creative and educated people. He was a **great patron to the arts**, meaning that he paid for many artists to make paintings and buildings. He was one of the first patrons, for example, of Michelangelo. A number of the works sponsored by the Medici family are today considered some of the greatest of Western Civilization. Lorenzo de Medici also supported architects, writers and scientists, and celebrated their exploration of ideas. He valued ideas and art so much in part because of his humanist and Liberal Arts **education**, influenced by Plato's philosophy.
   (For more context, see the "Italy during the Renaissance" and "Introduction to Early and High Renaissance Art" readings in your Week 6 Packet.)

8. *Can you identify the names of these works of art and the artists who made them?*

		
"Il Tempietto" **By Bramante**	**"The School of Athens"** **By Raphael**	**"La Pietà"** **By Michelangelo**

(For more context, see Mr. Loomis' "Renaissance Art" video from Week 6, and the accompanying worksheet.)

9. *What were the 95 Theses and in what year did Martin Luther nail them to the church door at Wittenberg, Germany?*
   Martin Luther nailed 95 complaints against the Pope and various teachings and practices of the Catholic Church to the Wittenberg church in **1517**.
   (For more context, see the "Reformation" assignment from Week 5).

10. *Who were the prominent European Explorers from the Age of Exploration? What countries were they from and what were they searching for?*
    Many of the European Explorers from this time were inspired to by the ideas of the Renaissance, but also **wanted to find and establish trade routes with spice-producing countries in Asia after land links between Europe and Asia were cut in 1453**. At this time, spices were an essential part of preserving food.
    - Bartholomeu Dias -- from Portugal -- was sent to explore the African coast. He made it to the Cape of Good Hope (located at the southern end of South Africa) in 1488 but did not touch land.
    - **Vasco da Gama** -- from Portugal -- was the first European to reach India by sea.
    - **Christopher Columbus** -- from Italy, but hired by Spanish royalty -- was sent in 1492 to find a route to India. He instead landed on the Carribean Islands in North America.
    - **Amerigo Vespucci** -- from Italy -- discovered South America in 1499. It is from his name that we get the name of our country.
    - John Cabot -- from Venice, Italy but sponsored by Henry VIII of England -- was sent in 1497 to find a northern route to India.
    - Jacques Cartier -- from France -- claimed for his country parts of Canada in 1535.
    - **Ferdinand Magellan** -- from Portugal but sponsored by Spain -- was sent to find the Moluccas, Spice Islands in Indonesia. He instead landed in the Philippines.
    - **Marco Polo** -- from Venice, Italy -- discovered and explored China. His writings were the first that Europeans read of this part of the world.

    Note: When we say "discovered" we mean that it was a discovery for the Europeans. These places of course already had native peoples living there.
    (For more context, see our Week 7 packets.)

11. *In what century did the Industrial Revolution start? What were some of the inventions of the Industrial Revolution?*
    The Industrial Revolution began in England in the **late 1700s**. Some significant inventions from this time include the:
    - **Cotton gin** -- a machine which removed seeds and impurities from cotton
    - Spinning jenny -- a machine which spun thread
    - Windmill -- a wind-powered structure that pumped water and ground grain
    - **Steam engine** -- pumped water out of mines and later powered machines

    (For more details, see this week's readings.)

12. *On what date was America founded?*
    On **July 4, 1776**, representatives from the 13 colonies adopted the Declaration of Independence and this established America as its own, independent nation.
    (For more details, see this week's readings.)

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: 6 Latin

Teacher(s): Miss Salinas annie.salinas@greatheartsirving.org
Ms. Baptiste deborah.baptiste@greatheartsirving.org

Weekly Plan:

Monday, May 18
☐ Complete pages 1-2 of the Stage 10 Study Guide

Tuesday, May 19
☐ Complete pages 3-4 of the Stage 10 Study Guide

Wednesday, May 20
☐ Complete page 5 of the Stage 10 Study Guide
Thursday, May 21
☐ Complete pages 6-7 of the Stage 10 Study Guide
☐

Friday, May 22
☐ attend office hours
☐ catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

_____
Parent Signature

_____
Student Signature
I affirm that, to the best of my knowledge, my child completed this work independently

Monday, May 18

Salvete discipuli! This week, we'll be working on a study guide for Stage 10. Use your memory to complete as much as you can each day. If you get stuck, refer to your textbook or previous packets. You can also always reach out to your teachers via email with questions.

→ Today, complete pages 1-2 of your study guide, the section about nouns and adjectives.

Q: We usually have a test right after we finish our study guides. Will we have a test next week?
A: No, actually, we won't! However, this study guide is a good way to wrap up the Stage as we begin to wrap up the year. Believe it or not, this is your last full week of packets! Next week's packets will only have two days' worth of work. (Hurray!)

Tuesday, May 19

→ Complete pages 3-4 of your study guide, the section about verbs.

Wednesday, May 20

→ Complete page 5 of your study guide, the section about vocabulary.

→ Time to practice your Stage 10 vocabulary!

Use the flashcards that you made near the beginning of this Stage. Quiz yourself, then have a parent or sibling test you if you can! If your sheet or flashcards have gotten lost in the shuffle in recent weeks, instead what you can do is re-write the vocab list (complete with the perfect tense of the verbs and the accusative case of the nouns) to practice. You may refer to your Stage 10 vocab sheet from the Week 3 packet or the vocab list on page 146 of your red book.

Thursday, May 21

→ Complete pages 6-7 of your study guide, the culture section about Roman education.

Friday, May 22

Euge, no new work on Fridays! You can use today to catch up on anything you might have missed, or to upload your completed packet to the Google Classroom.

→ If you have questions, comments, ideas, or want to see my lovely face, attend Office Hours today at 9:00am by following the link in the stream of our Google Classroom. See you there!

Monday

Stage 10 Latin Study Guide

Grammar

Nouns: singular and plural

A **noun** is a word that names a _____, _____, _____, or _____.

In Latin, if someone *does* something, we put them in the _____ case. This makes them the _____ of the sentence.

In Latin, if something *happens to* someone, we put them in the _____ case. This makes them the _____ _____ of the sentence.

Complete the following noun chart. *You can find help on pg. 121 of your red book.*

	1st Declension	*2nd Declension*	*3rd Declension*	
Nominative Singular	puell_____	serv_____	mercātor	leō
Dative Singular	puell_____	serv_____	mercātor_____	leōn_____
Accusative Singular	puell_____	serv_____	mercātor_____	leōn____
Nominative Plural	puell_____	serv_____	mercātor_____	leōn_____
Dative Plural	puell_____	serv_____	mercātor_____	leōn_____
Accusative Plural	puell_____	serv_____	mercātor_____	leōn____

Complete the chart below for the Latin pronouns "I" and "you". *Check pg. 121 for help.*

	1st Person (Latin)	*translation*
Nominative Singular	ego	I
Dative Singular		
Accusative Singular		

2nd Person (Latin)	*translation*
tu	you

Adjectives: positives, comparatives, and superlatives

Just like nouns, the **adjectives** have _____ (e.g. nominative or accusative) and _____ (i.e. singular or plural).

Nouns and **adjectives** have a third quality called **gender** that we will learn in greater detail in a later stage. For now, our understanding of gender is limited to nouns with a natural gender (e.g. mother, father, daughter, son, Metella, Grumio, etc.), that gender being either _____ or _____.

Adjectives modify nouns, and in Latin, **adjectives** must **agree** with the nouns they modify **in** _____, **gender, and number**.

Adjectives also have **degrees** or levels of intensity. The basic degree is called the **positive** degree. It is the form that appears in all vocabularies (e.g. *ferox, ferocem* – fierce, or *stultus, stultum* – stupid).

Adjectives at the next degree are called **comparatives**. They are used to **compare** two things or groups with each other. They usually have the letters **"-ior-"** in them, for instance, *feroc**ior*** – fiercer or more fierce; *stult**ior*** – stupider or more stupid.

Adjectives at the highest level of a certain quality (i.e. *very fierce, very happy, etc.*) are called _____. This type of adjective is indicated by the ending **-issim-** such as in the superlatives *feroc**issim**us* – fiercest, very fierce, or most fierce; *stult**issim**us* – stupidest, very stupid, or most stupid. In adverbs, we usually indicate the superlative by doubling a letter, such as in *cele**rr**ime* – very quickly.

Practice by circling the correct answer:

The Pompeians were **most angry**.

Pompeiani erant _____.	*irati*	*iratiores*	*iratissimi*

The merchant was **more sad** than the slave dealer.

mercator erat _____ quam venalicius.	*tristis*	*tristior*	*tristissimus*

All the girls are **happy**.

omnes puellae sunt _____.	*laetae*	*laetiores*	*laetissimae*

The Nucerians were **more disorderly** than the Pompeiians.

Nucerīnī erant _____ quam Pompeiani.	*turbulenti*	*turbulentiores*	*turbulentissimi*

The men caught sight of three **fierce** boars.

Viri trēs aprōs _____ conspēxerunt.	*feroces*	*ferociores*	*ferocissimi*

Tuesday

Verbs: present, imperfect, and future tense

A **verb** is a word that:

1) describes an _____,
2) shows a state of _____,
3) _____ two words together, or
4) _____ another verb.

In English, we use a separate name or pronoun to tell us who is doing the action of a verb. In Latin, we change the personal _____ to tell us who is doing the action of a verb.

Person and Number

Verbs in Latin have a **person** just like English verbs do.

I. **Person** refers to the _____ of the subject.

A. For a **1st person** verb, the _____ is the subject.
B. For a **2nd person** verb, the _____ is the subject.
C. For a **3rd person** verb, someone or something _____ than the speaker or the listener is the subject.

II. **Number** refers to **how many** subjects; _____ (one) or _____ (more than one). So far, we have only encountered singular subjects in our stories.

III. The **personal endings** of a Latin verb indicate who the subject is (_____) and how many subjects there are (_____).

Fill in the following chart showing the personal verb endings and pronouns:

	Singular		*Plural*	
	Personal Ending	*English Pronoun*	*Personal Ending*	*English Pronoun*
1st Person	-o/-m	I		
2nd Person				
3rd Person				

Now try conjugating a verb – *nuntiat,* meaning "he announces" - adding in the Latin pronouns:

	Singular		*Plural*	
	Latin pronoun	*Latin verb*	*Personal Ending*	*English Pronoun*
1st Person	ego	nuntio		
2nd Person	tu	nuntias		
3rd Person	____		-------	

Conjugations

Groups of verbs that follow specific patterns are called _____.

The irregular verb *est, sunt* does not belong to one of these conjugations, but follows its own pattern of endings:

	Singular	
	Latin verb	*English verb*
1st Person	sum	*I am*
2nd Person		
3rd Person		

Plural	
Latin verb	*English verb*

Tense

Tense refers to _____ an action happens.

tense	when it happens	Latin clue	how it translates
_____ **tense**	happening now	normal personal endings	_____
_____ **tense**	continuous past	_____	_____
also known as the past progressive			used to verb kept verbing
_____ **tense**	completed past	-v-, -u-, -s-, -x-, etc.	_____
also known as the simple past			

The endings for the **imperfect tense** are the same for all 4 conjugations and consist of the tense sign "-ba-" or "era-" and the personal endings (-m, -s, -t, -mus, -tis, -nt). Notice the imperfect tense always uses the letter "m" in the first person singular:

	Imperfect Ending	*Imperfect of Sum*
1st Person Sing.	- bam	eram
2nd Person Sing.	-	
3rd Person Sing.	-	
1st Person Pl.	-	
2nd Person Pl.	-	
3rd Person Pl.	-	

Wednesday **Vocabulary**

Know the following words in both English and Latin. Be able to understand them in a sentence or story. If you need help, check your vocab flashcards or pg. 146 of your red book.

Remember: words like "agnoscit : agnovit" *are verbs, and the two parts listed are the* ***present tense*** *and the* ***perfect tense****. Words like* "homo, hominem" *are nouns, and the two parts listed are the* ***nominative*** *and the* ***accusative****. In both cases, please practice both parts.*

abit : abiit
accipit : accēpit
callidus, callidum
contentus, contentum
exclāmat : exclāmāvit
frater, fratrem
habitat : habitāvit
imperium, imperium*
invenit : invēnit
liber, librum
nōs
nūntiat : nūntiāvit
pāx : pācem
portus : portum
quam
semper
servat : servāvit
sōlus, sōlum
suus, suum
tacet : tacuit
uxor, uxorem
vehementer
vōs

**this word is in the neuter gender, so its nominative and accusative match. We'll learn more about these next year.*

In addition, review all of the vocab from Stages 1-9, especially the following words:

ad
amicus, amicum
celeriter
cena, cenam
circumspectat : circumspectavit
clamat : clamavit
coquus, coquum
culina, culinam
cur
dormit : dormīvit
e
ecce!
ego
est : erat
et
exclamat : exclamavit
festinat : festinavit
hortus, hortum
hospes, hospitem
in
intrat : intravit
inquit
iratus, iratum
laborat : laboravit
mendax
non
optimus, optimum
parat : paravit
portat : portavit
respondet : respondit
rogat : rogavit
satis
servus, servum
tradit : tradidit
triclinium, triclinium
tum
quod
villa, villam
vinum, vinum
vituperāt : vituperāvit
vocāt : vocāvit

Thursday **Culture**

1. What was papyrus and what was it used for in Roman schools?

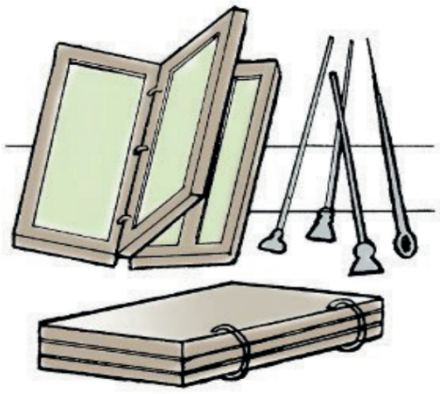
2. Complete this sentence: A paedagōgus was a… (*circle one)*

   (a) citizen (b) freedman (c) slave

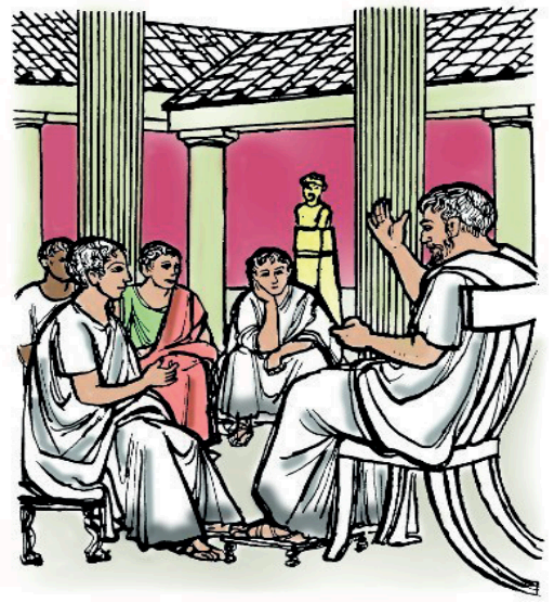
3. What was the job of a paedagōgus?

4. Which of these subjects were generally taught in a Roman school? *Circle three.*

   (a) arithmetic
   (b) chemistry
   (c) Greek
   (d) English
   (e) Roman literature
   (f) physics
   (g) biology
   (h) art



5. What are the two objects in the picture above? Describe the objects and how they would have been used.



6. Look at this picture of some boys at the school of a rhētor like Theodorus.

   a) Who attended this type of school?

   b) What was taught here?

   c) Why did Romans think learning this was important?

7. How was a Roman school different from the one you go to? *Choose four of the following and write a short sentence in response.*

   a) building:

   b) size:

   c) students:

   d) furniture:

   e) holidays:

   f) discipline:

   g) curriculum and method:

   h) cost:

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Remote Learning Packet

Week 8: May 18-22, 2020

Course: 6 Literature & Composition

Teacher(s): Ms. Arnold jacqueline.arnold@greatheartsirving.org
Ms. Brandolini catherine.brandolini@greatheartsirving.org

Weekly Plan:

Monday, May 18
☐ practice poem
☐ review for TWTW assessment

Tuesday, May 19
☐ practice poem
☐ review for TWTW assessment

Wednesday, May 20
☐ practice poem
☐ take TWTW Assessment Part 1

Thursday, May 21
☐ practice poem
☐ take TWTW Assessment Part 2

Friday, May 22
☐ attend office hours
☐ MAKE SURE YOU ARE UP-TO-DATE ON GOOGLE CLASSROOM ASSESSMENTS

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

_____
Parent Signature

_____
Student Signature
I affirm that, to the best of my knowledge, my child completed this work independently

Monday & Tuesday, May 18-19

Recite the poem aloud at least two times. Remember to follow the punctuation of the lines, to pronounce each word clearly, and to avoid a monotone recitation! You can recite along with the recording on GC!

Use the attached review guide document to review various elements of *The Wind in the Willows* to prepare for the assessment. Remember, this is just a guide to your review; nothing can replace having carefully read and annotated the book and thoroughly answered all reading questions. If you skipped a chapter or two it would be prudent to also revisit those chapters during these days. **You do NOT need to turn in/submit this guide; it is merely to help you prepare for the assessment.**

Wednesday & Thursday, May 20-21

Recite the poem aloud at least two times. Remember to follow the punctuation of the lines, to pronounce each word clearly, and to avoid a monotone recitation! You can recite along with the recording on GC!

Log into Google Classroom and take the TWTW Assessment. Take Part 1 on Wednesday and Part 2 on Thursday. Remember that this assessment is open-book and open-note, but you may not solicit or receive help from any other person during the assessment (beyond asking your parents clarifying questions regarding instructions, should those questions arise) or from other sources such as the internet. Do your best and show integrity!

Friday, May 22

There is no lesson for today. Take advantage of this time to catch-up on any late work and to attend Literature office hours (12:00-12:30; Zoom link is in GC). This will be our final office hours of the year. Have a lovely and relaxing weekend!

If you are behind in taking and submitting any assessments given in Google Classroom, it is imperative that you complete them no later than next Tuesday (5/26) to avoid significant grade reduction. These assessments must be completed and submitted through Google Classroom. Missing assessments will receive zeros. Here is a list of all of the required assessments so you can ensure nothing is missing:

☐ Week 5: “The Moon was but a Chin of Gold” Quiz
☐ Week 6: Grammar Assessment Part 1
☐ Week 6: Grammar Assessment Part 2
☐ Week 7: TWTW Ch X-XII Quiz
☐ Week 8: TWTW Assessment Part 1
☐ Week 8: TWTW Assessment Part 2

_____
_____
_____
_____

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The Wind in the Willows Review Guide

I. CHARACTERS & LOCATIONS *Be able to identify each of the following characters and locations. You should be able to explain things like their personality, their importance to the story/plot, how they have changed/grown, etc*.

Ratty: _____
_____
_____

Mole: _____
_____
_____

Badger: _____
_____
_____

Toad: _____
_____
_____

Otter: _____
_____
_____

Portly: _____
_____
_____

the demi-god: _____
_____
_____

Sea Rat: _____
_____
_____

Gaoler's daughter: _____

_____

_____

Barge-woman: _____

_____

_____

the River Bank: _____

_____

_____

the Wild Wood: _____

_____

_____

the Wide World: _____

_____

_____

the ford: _____

_____

_____

Red Lion Inn: _____

_____

_____

II. STORY LINE *Be able to identify, summarize, and explain the significance of the following events/elements of the story.*

boating: _____

_____

divine discontent: _____

_____

escape from prison: _____

_____

invitations: _____

_____

motor-cars: _____
_____

gift of forgetfulness: _____
_____

animal etiquette: _____
_____

door-scraper: _____
_____

III. QUOTATIONS *Be familiar with the following quotations.*

"And you, you will come too, young brother; for the days pass and never return, and the South still waits for you. Take the Adventure, heed the call, now ere the irrevocable moment passes!"

"I know it's a--- shabby, dingy little place… but it was my own little home- and I was fond of it- and I went away and forgot all about it- and I smelt it suddenly- on the road, when I called and you wouldn't listen, Rat- and everything came back to me with a rush- and I *wanted* it!"

"This is the place of my song-dream, the place the music played to me… Here, in this holy place, here if anywhere, surely we shall find Him!"

"Poop-Poop!"

"Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing."

IV. PARAGRAPHS *Be able to answer the following questions in substantial paragraphs, using events and details from the story to prove your arguments. You will not be expected to include quotations, but you must write fluently and intelligently about the story. You should outline a potential response below, including a thesis statement and three examples from the book to support your position.*

1. A common topic throughout the book is the call of Home vs the call of Adventure. For each of the main characters, discuss which has a stronger call for them and why.

-
-
-
-

2. "Live for others, that's my motto in life!" declares Toad. Use evidence from the book to discuss whether this statement is true or false. Be sure to look at Toad at the beginning and at the end of the book.

-
-
-
-

3. Trace the growth of Mole and Toad throughout the book. How have they changed and grown?

-
-
-
-

4. What is unique about Ratty's personality that allows him to most easily hear the wind and its call?

-
-
-
-

5. Friendship is an important topic in The Wind in the Willows. Examine the kind of friend Ratty is. Evaluate his friendships with his friends, looking at how well he understands his friends' personality and nature and describing Ratty's interactions with his friends.

-
-
-
-

GreatHearts Irving

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Math Fundamentals

Teacher(s): Miss Schweizer rose.schweizer@greatheartsirving.org

Weekly Plan:

Monday, May 18
☐ Read Pages 1-3
☐ Extra Practice pg. 451 53-65 odd, 89-107 odd

Tuesday, May 19
☐ Read Pages 4-5
☐ Section 7.7 pg. 232 Written Exercises 1-27 odd

Wednesday, May 20
☐ Read Pages 6-8
☐ Extra Practice pg. 457 78-80 all
☐ Extra Practice pg. 459 60-65 all

Thursday, May 21
☐ Read Pages 9-10
☐ Extra Practice pg. 460 37-61 odd
☐ Watch Video on GC

Friday, May 22
☐ Attend office hours
☐ Catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

_____
Student Signature

_____
Parent Signature

Monday, May 18

Review day over operations with decimals. Read pages 1-3 in the packet and then complete the exercises in the textbook. The exercises are in the back of the book in the "Extra Practice: Chapter 3" section. Make sure to show all your work, including addition, subtraction, multiplication, and division. When you have completed the exercises, correct your work with a pen and try to fix any mistakes.

Tuesday, May 19

Review of ratios and proportions. Read pages 4-5 in the packet and complete the exercises in the book. Make sure to show all your work. When you have completed the exercises, correct your work with a pen and try to fix any mistakes.

Wednesday, May 20

Now that we have reviewed proportions, let's practice solving word problems using proportions and equations. Read pages 6-8 in the packet and complete the exercises in the book. While you do not need to copy down the entire problem, write the important information on your paper. Make sure to label your variable and create an equation for each problem. Your answers should be in complete sentences. When you have completed the exercises, correct your work with a pen and try to fix any mistakes.

Thursday, May 21

Another way we use proportions is with percentages. Read pages 9-10 in the packet, watch the video on Google Classroom, and complete the exercises in the book. Don't forget to copy down the original problem! Show all your work and when you have completed the exercises, correct your work with a pen and try to fix any mistakes.

Friday, May 22

Take advantage of today to catch up with any work, making sure you have corrected your answers and fixed any mistakes. If possible, attend office hours at 9:30 am, this is the last one! The link is on Google Classroom.

Answer Key:

Monday, Tuesday, Thursday: The answers are in the back of the book.

Wednesday: pg. 457 **78**. $52 **79.** 1hour and 2.5 minutes **80.** $1.95
Pg. 459 **60.** 94 blocks **61**. 5 hours **62**. 106 cm by 99 cm **63**. Lot: $11,250, House: $78,750
64. Loser: 731 votes, Winner: 853 votes **65.** To work: 31 min., Home: 24 min.

1 Decimals

Whole numbers are familiar and easy to work with, but only form part of the number line. We have two ways of writing the numbers in between two whole numbers: fractions and decimals. Today we are focusing on decimals.

1.1 The Decimal System

Recall that the word decimal comes from the Latin word 'decem'. The number system that we use is base 10, which means that each place value is based off a power of 10. We have the $10^0 = 1$ place, $10^1 = 10$ place, $10^2 = 100$ place, and so on. This continues with numbers smaller than 1: $\frac{1}{10^1} = 0.1$ place, $\frac{1}{10^2} = 0.01$ place, and so on. We write out values based on their relationship to powers of ten.

What kind of numerals do we use to write numbers? (Roman, Greek, ...)

Since our number system is base 10, multiplying and dividing by powers of 10 is simple. Look at the following example.

Ex.

$$23 \cdot 10^3$$

$$23 \cdot 1000$$

$$23,000$$

Since the exponent on the 10 was a 3, we add 3 zeros to our original number. Now let's look at one with a decimal.

Ex.

$$0.23 \cdot 10^3$$

$$0.23 \cdot 1000$$

$$230$$

Notice how the decimal moved 3 places to the right since the number is getting larger.

Let's look at an example with division.

Ex.

$$570 \div 10$$

$$57.0$$

The number is getting smaller by one power of 10, so the deciaml moves one time to the left.

Ex.

$$570 \div 10^4$$

$$570 \div 10000$$

$$0.0570$$

The decimal moves 4 times to the left since it is divided by the 4th power of 10.

1.2 Adding and Subtracting Decimals

Adding and subtracting decimals is the same as adding and subtracting any other number. In order to add or subtract, you need to make sure the place values are lined up. What do we have to mark the place values? *The decimal point.* The most important rule when adding or subtracting is to **line up the decimal points**.

Add or subtract.

1. 987.2+81.34+11.364
2. 10-9.42

1.3 Multiplying Decimals

Unlike adding and subtracting decimals, **when multiplying, you do NOT need to line up the decimal points**. Multiply the numbers like you would normally, and only worry about the decimal point at the very end.

Ex.

$$\begin{array}{r} 2\,3.4 \\ \times\ 0.4\,4 \\ \hline 9\ 3\,6 \\ 9\ 3\,6\,0 \\ \hline 10.2\ 9\,6 \end{array}$$

Notice how the decimals are not lined up when we multiply. Then we perform the multiplication like normal. It is only at the very end that the decimal returns. Since there is a total of 3 digits (or place values) after the decimals in the factors, there also must be 3 after the decimal in the answer.

1.4 Dividing decimals

When multiplying decimals, we were able to multiply just as previously and only worry about the decimal at the very end. Dividing decimals is similar, except **we worry about the decimal at the very beginning**. We know how to divide by whole numbers, so we can rewrite the problem to use what we know.

Ex.

1. $$43.464 \div 1.2$$
   $$(43.464 \cdot 10) \div (1.2 \cdot 10)$$
   $$434.64 \div 12$$
   Since we want to divide by a whole number, we multiply by 10 to make the divisor, the second number, a whole number.

2. Now we can use long division with a whole number on the outside. The decimal in the answer goes directly above the decimal in 434.64, the quotient. When we divide, we get
   $$434.64 \div 12 = 36.22$$

Remember, **the divisor must be a whole number**. The decimal on the *outside* of the long division symbol must be moved all the way to the right. However many times you move it on one number, you must do the same thing to the other number to keep it balanced.

2 Ratios and Proportions

What is a **ratio**?

What is a **proportion**?

Notice the relationship between a ratio and a proportion. Ratios tell us the relationship between two separate things in the same unit, and proportions tell us that two ratios are equal.

2.1 Solving Proportions

Proportions look very similar to equivalent fractions and are often worked with the same way. Since we know that the two ratios are equal, we can use this knowledge to find the missing information.

Ex.

$$\frac{15}{45} = \frac{1}{n}$$

Since the two ratios are equal, we notice in the numerators that $15 \div 15 = 1$.

$$\frac{15 \div 15}{45 \div 15} = \frac{1}{3}$$

Just like with equivalent fractions, whatever we do to the numerator, we also need to do to the denominator. Now we can see that

$$\frac{15}{45} = \frac{1}{3}$$

so n=3.

Solve the following proportions.

1. $\frac{n}{5} = \frac{3}{15}$
2. $\frac{3}{2} = \frac{x}{120}$

2.2 Cross-Multiplying

When solving proportions we have another tool: cross-multiplying. This also comes from the fact that a proportion is like equivalent fraction. Look at the following example:

Ex.

$$\frac{2}{30} = \frac{x}{12}$$

In this proportion there isn't a whole number to multiply and divide by. Instead, let's rewrite the proportion using 30x12 as the common denominator.

$$\frac{2 \times 12}{30 \times 12} = \frac{x \times 30}{12 \times 30}$$

Now the denominators are equal, so the numerators must also be equal. This gives us

$$2 \times 12 = x \times 30$$

$$24 = 30x$$

$$x = \frac{24}{30}$$

$$x = \frac{4}{5}$$

We can get the same relationship by **cross-multiplying** the original proportion.

$$\frac{2}{30} = \frac{x}{12}$$

$$2 \times 12 = x \times 30$$

In order to solve any proportion we can always cross-multiply.

If $\frac{a}{b} = \frac{c}{d}$, *then* $ad = bc$.

Solve the following proportions using cross-multiplication.

1. $\frac{y}{12} = \frac{13}{14}$
2. $\frac{2}{x} = \frac{14}{13}$

3 Solving Word Problems

When solving word problems the most important part is identifying and organizing information. What information do you have? What information do you need? Without knowing the answers to these questions, you cannot solve the problem. We can use proportions and equations to help organize this information.

3.1 Proportions

Proportions are very helpful when you are trying to find the ratio or relationship between two types of things.

Ex. A horse eats 8lb of grain and 12lb of hay. If the amount of grain is increased by 2lb, how much hay should by given to the horse if the ratio of grain to hay is to remain the same?

1. We know the ratio of grain to hay: 8lb grain to 12lb hay
2. We want to know the ratio of: 8lb+2lb grain to x lb hay
3. The ratios have to be the same, so we can write a proportion

$$\frac{8}{12} = \frac{10}{x}$$

4. Now we can solve the proportion to get our answer: x=15 lbs of hay

Notice how in the proportion our numerators are both the pounds of grain and the denominators are both the pounds of hay.

$$\frac{8}{12} = \frac{10}{x}$$

The ratios are equal *in the same order*. Grain must be first in both ratios or grain must be second in both ratios. The position has to be the same in both for the ratios to be equal.

Ex. In a contest 1 out of every 5 people received an award. If 17 awards were given, how many people participated in the contest?

1. We know 1 award: 5 people
2. We want to know 17 awards: n people
3. The ratios must be equal, so we have the proportion

$$\frac{1}{5} = \frac{17}{n}$$

4. We can solve the proportion and see n=85 people.

The number of awards is in the numerator and the number of people is in the denominator.

Write a proportion for the following word problem.

An Indian Tiger is 90 cm long and 45 cm high. About how long would another tiger be if it is 48 cm high?

3.2 Equations

When you are not finding the ratio between two types of things, try translating the word problem directly into an equation.

1. Translate the word problem into an equation using a variable for the unknown
2. Solve the equation

Notice how solving the equation is the second step. Once you have translated the word problem into an equation, *then* you can try to solve it.

Ex. Janet can average 13 mi/h on her bicycle. At that rate, how long will it take her to ride 27 miles?

1. We know that rate $\times$ time= distance. In this problem the rate is 13 mi/h and the distance is 27 miles. We want to know the time, so let's say t=time. This gives us

$$13 \times t = 27$$

2. Now that we have organized our information in an equation we can solve it for the variable.

$$t = \frac{27}{13}$$

Ex. Sam types 15 words/min faster than Kim. If Sam types 75 words/min, how fast does Kim type?

1. We want to know how fast Kim types: k= Kim's speed.

   We know that Sam's speed is k+15. We also know Sam's speed is 75 word/min. If we put that information together, we have

$$k + 15 = 75$$

2. Now we can solve our equation: k= 60 words/min.

Write an equation for the following word problem.

A rectangle has a perimeter of 34 cm and a length of 5 cm. How wide is the rectangle? (Use the fact that $p = 2l + 2w$)

4 Percents

Similarly to our word 'Decimal' which comes from the Latin word *decem*, our word 'Percent' comes from the Latin *per centum*, meaning out of one hundred. Percentage gives us a way of comparing different ratios by using the denominator 100. Since percentages are always out of 100, it gives us a basis for comparisons.

4.1 Computing with Percents

Since percents are away of comparing ratios, one way to find a percentage is using a proportion.

Ex. What percent of 30 is 27?

We have a ratio here, 27 of 30 or $\frac{27}{30}$. If we want to change this into a percent, we want the denominator to be 100. This gives us the proportion

$$\frac{27}{30} = \frac{x}{100}$$

Now we can solve the proportion to find that x= 90%.

Notice that the ratios are $\frac{part}{whole}$. In a percent, 100 is the whole.

Another way to solve percentages is to translate the words into a mathematical equation.

Ex. What is 68% of 145?

What is – x=

68% of 145 – $\frac{68}{100} \times 145$

$$x = \frac{68}{100} \times 145$$
$$x = 98.6$$

We can think of this relationship as: **percent**$\times$ **whole = part**.

Note that we could rearrange this equation into a proportion:

$$x \div 145 = \frac{68}{100} \times 145 \div 145$$
$$\frac{x}{145} = \frac{68}{100}$$

4.2 Percent of Increase or Decrease

Often times we use percentages to find out how much something has changed. We have two ways of measuring how much something has changed: the **amount of change** and the **percent of change**. Like any other percentage, the percent of change is related to the ratio $\frac{part}{whole}$. In this case the whole is the original amount before the change, and the part is the amount that changed. Now we have the relationship:

$$percent\ of\ change = \frac{amount\ of\ change}{original\ amount}$$

Ex. What is the percent increase or decrease from 1000 to 2500?

- Since the second number is larger, it will be a percent of **increase**.
- Original amount = 1000
- Amount of change: 2500-1000=1500

$$p = \frac{1500}{1000}$$

Ex. Fido's weight decreased by 5% last month. If he weighed 30lb on the first of the month, what did he weigh at the end of the month?

- Percent of change= 5%
- Original amount= 30 lb
- Amount of change= a

$$0.05 = \frac{a}{30}$$
$$0.05 \cdot 30 = \frac{a}{30} \cdot 30$$
$$1.5 = a$$

- New weight: $30 - 1.5 = 28.5$

So Fido will weigh 28.5 lb at the end of the month. Since Fido's weight **decreased**, we know that his final weight is *less* so we need to subtract.

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Physical Education

Teacher(s): John.Bascom@GreatHeartsIrving.org
Joseph.Turner@GreatHeartsIrving.org
James.Bascom@GreatHeartsIrving.org

Weekly Plan:

Monday, May 18
☐ General Mobility Routine

Tuesday, May 19
☐ Workout

Wednesday, May 20
☐ General Mobility Routine

Thursday, May 21
☐ Workout

Friday, May 22
☐ Attend Office Hours (Not mandatory)
☐ General Mobility Routine (Not mandatory)

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

_____
Student Signature

_____
Parent Signature

Monday, May 18

General Mobility Routine (15-20 minutes)

Complete Part I and record how long it took you. Also, record whether or not you were able to complete all of the exercises. If you had trouble with any specific exercises make note of these. Part II of the workout is not mandatory but is encouraged.

Note: no equipment is required for this workout and only a minimum of space. If space is a challenge make modifications as necessary.

We will have a video uploaded under the Week 6 Topic demonstrating all the exercises for the General Mobility Routine.

PART I:

1. Warmup by running for 2 minutes.
2. Then begin in a resting squat for 30s
3. Bear crawl forwards about 5 feet then straight back.
4. Step back into a pushup position
5. Perform 5 pushups
6. Downdog for 30s
7. Updog for 30s
8. Return to a pushup position
9. Perform 5 pushups

10. Stand up & perform 20 jumping jacks, 10 squats, 10 lunges, and 5 burpees
11. Return to a resting squat for 30 seconds
12. While in resting squat, perform 2 shoulder screws forwards, then 2 backwards, both sides
13. Bear Crawl sideways about 5 feet then return straight back
14. Step back into a pushup position
15. Step your right foot up directly outside your right hand
16. Then reach straight up toward the sky with your right hand & hold for 30s
17. Return to pushup position
18. Step your left foot up directly outside your left hand
19. Then reach straight up toward the sky with your left hand & hold for 30s

20. Return to pushup position
21. 5 pushups
22. Step your feet up to your hands and return to a resting squat
23. Remaining in the squat, grab your left ankle with your right hand and reach straight up toward the sky with your left hand & hold for 30s

24. Remaining in the squat, grab your right ankle with your left hand and reach straight up toward the sky with your right hand & hold for 30s
25. Hands down behind you Crab Walk forwards about 5 feet then straight back
26. Stand up & perform 20 jumping jacks, 10 squats, 10 lunges, and 5 burpees
27. Perform 3 slow Jefferson Curls
28. Rolling Bear Crawl x1 revolution one direction
29. Back Bridge for about 10-15 seconds
30. Rolling Bear Crawl x1 revolution in the opposite direction
31. Find a low hanging branch, pullup bar, ledge, rings, etc. to hang from for as long as you can hold

PART II:

1. Get into a plank
2. Alternate touching opposite elbow and knee for a total of 10 touches
3. Gorilla Hop x2 to the right
4. Gorilla Hop x 2 back to the left
5. Stand and perform 10 steam engine squats (fingers locked behind your head, every time you stand up from a squat touch opposite knee/elbow)
6. Hurdler's walk x6 steps forward
7. Hurdler's walk x6 steps backward
8. Frog Hop x2 forwards
9. Frog Hop x2 backwards

10. Get into a long lunge position
11. Keeping front foot flat on the ground, without touching the back knee to the ground, and trying to keep torso straight up and down slowly lower hips toward the ground. Hold for 15 seconds
12. Switch legs and repeat (hold for 15 seconds)
13. 3 slow Jefferson Curls
14. Rolling Bear Crawl x1 revolution one direction
15. Back Bridge for about 10-15 seconds
16. Rolling Bear Crawl x1 revolution in the opposite direction
17. Find a low hanging branch, pullup bar, ledge, rings, etc. to hang from for as long as you can hold

Tuesday, May 19

Context: Today we will work on hip mobility.

Setup: If you are able to try to watch and follow along with the video we posted last week. If not you can follow the directions listed below to the best of your ability. For this mobility session we are going to use the resting squat as our baseline. Before you do any exercises today spend some time in the resting squat.

Pay attention to how deep you can get into it. Try to push your knees out to the side. Try to touch your forehead to the ground. Try to turn right and left to look behind you without moving your feet. How did these feel? You will repeat these quick tests at the end of the session so try to remember how comfortable/uncomfortable/easy/difficult this was.

Warmup: 1 minute light jog, 20 jumping jacks, 10 lunges, 4 jump squats, 1 minute light jog

Workout: 4 exercises

- Exercise one: One leg forward, one leg back: The front leg is the focus: try to get this leg into the resting squat position and put your weight on this leg. Ideally we want the back leg straight back but if this is too hard you can do whatever you want so long as the back leg is out of the way. N this position do some of the same things listed above: look left, look right, put your head down, look up, etc. Spend 90-120 seconds on each leg.
- Exercise two: Standing hamstring stretch: Keeping your legs basically straight reach down to the ground as far as you can. Spend some time here and try to relax. After you get relaxed you can work through some variations: keeping legs straight shift your weight forward and stand up on the balls of your feet, shift your weight back to your heels and try to lift your toes off the ground as high as you can, tighten your core so that your spine straightens and your back flattens (alternate a few times between this and a relaxed rounded back). 90-120 seconds total.
- Exercise three: Get into a pushup position. Then, keeping one leg back, bring the other leg up so that your lower leg (shin/calf) are on the ground in front of you with your knee where one hand was and your ankle where the other hand was. Now try to relax and let your weight create a stretch. Use some of the same movements from earlier to explore this stretch: look left, look right, put your head down, look up, etc. Spend 90-120 seconds on each leg.
- Exercise 4: The dreaded Couch Stretch: Start kneeling on the ground in a lunge position with your back to a solid surface and, ideally, something soft underneath your knee. You are going to lift the back foot up so that your toes are pointing towards the ceiling and push yourself back to the wall so that your shin and the top of your foot are flat against it. Then engage your glutes and try to lift your torso up as straight up and down as possible. Try to hold this for about 90 seconds on each leg.

After you've worked through these 4 exercises perform the same tests you performed at the beginning. Did you notice any improvement?

Wednesday, May 20

General Mobility Routine

Thursday, May 21

Workout: Since it was so much fun the first time around we've decided to revisit the Choose Your Own Adventure Run from Week 4. You are going to develop your own workout by choosing from the sets of options below. In each case "Tier 1" will be the easiest option and "Tier 4" will be the hardest option. I quadruple dog dare you to pick all Tier 4.

Option 1: This will be how long you will run.
Tier 1: 8 minutes
Tier 2: 10 minutes
Tier 3: 12 minutes
Tier 4: 14 minutes

Option 2: This will determine the pace(s) at which you will run
Tier 1: Steady rate - Don't worry about how fast you're running just don't walk.
Tier 2: 30 Seconds elevated intensity / 1 minute recovery pace - For this tier you will simply increase your effort for a short time then try to recover while still jogging.
Tier 3: 20 second sprint / 1 minute recovery pace - Similar to Tier 2, but the high intensity interval is max effort.
Tier 4: Max effort - Whatever duration you choose, try to run as far as possible during that period of time. Consider recording your performance. We will probably repeat this workout and you may want to be able to compare your results. NO WALKING!

Option 3: This will be a wildcard challenge.
Tier 1: No added challenge
Tier 2: If you chose Tier 1 or 2 from Option 2, try to only breathe through your nose during your recovery phase.
Tier 3: Add weight - You could do this a lot of ways. Hold something in your hands, wear a backpack or a weighted vest if you have one.
Tier 4: Hold a mouthful of water for the duration of your run. Don't swallow it and don't spit it out until the end of the run.

Cooldown:
2 minute brisk walk
4 minutes static stretching major lower body muscles (quads, hamstrings, glutes, calves). Hold each stretch for roughly 30 seconds

Friday, May 22

Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

Optional workout #1:

The workout below is **not** required. You could try to perform it on any day in addition to your daily routine. This workout will most likely take around 30 minutes.
Feel free to modify according to your ability by decreasing or increasing reps or sets. Rests between sets should be between 30s to 1 minute according to fatigue.

Workout:
3 sets of 20 squats
3 sets of 20 lunges
4 sets of 15 pushups
4 sets of 5 burpees
3 sets of 15 crunches
3 sets of 15 leg raises
3 sets of 1 minute high plank (pushup position)
4 sets of 10 jump lunges
4 sets of 10 jump squats

Optional Workout #2:

The workout below is **not** required. You could try to perform it on any day in addition to your daily routine. This workout will most likely take around 45 minutes. Feel free to modify according to your ability by decreasing or increasing the number of sprints and the times for the rest intervals and runs.

1. 5 minute light warmup run
2. 5 minute light warmup stretch
3. Final warmup: perform 3 near springs, 70% max speed, 80% max speed, 90% max speed.
4. Perform eight 50 meter springs with a 30s-60s rest in between. (you want to put a bit of stress on your cardio but make sure that you have recovered enough in order to truly sprint each time)
5. Then perform 10 near springs, between 70-90% with a 10s-20s rest, not long enough to catch your breath fully.
6. Then a 10 minute run at a moderately high speed to complete the cardio workout
7. 5 minutes cool down walk / light jog
8. 5 minutes light stretching.

Optional Workout #3: Squat mobility NEW and IMPROVED: (10-15 minutes)

Looking over the week 1 packets I have noticed that a lot of you have made a goal out of improving your resting squat. I have made a short video that will instruct you on a mobility routine similar to the one described last week but expanded and developed. That video is on google classroom under the Packet Week 7 topic.

Before doing this mobility routine it is not necessary, but would be beneficial to warm up and loosen up your body a bit. Nothing specific is necessary, but a good warmup routine might look something:

1. 1 minute of light running
2. 10-20 jumping jacks
3. A few down-dogs and up-dogs
4. 5 pushups
5. 5 burpees
6. 10 squats

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Nature of Science

Teacher(s): Mr. Brandolini (david.brandolini@greatheartsirving.org); Mr. Mooney (sean.mooney@greatheartsirving.org); Mr. Schuler (david.schuler@greatheartsirving.org)

Weekly Plan:

Monday, May 18

☐ Read the introduction lecture and pg. 143, then pg. 141 and the very top of 142.

☐ Complete the questions

Tuesday, May 19

☐ Read pp. 142, 144-146

☐ Complete the questions

Wednesday, May 20

☐Read p.148, "The Four Causes of Locomotion According to the Ancients" and "The Final Cause of Locomotion."

☐ Read from the middle of p.150 to the end of p.152, "The Efficient Cause of Locomotion."

☐ Complete the questions

Thursday, May 21

☐Read pp. 149-150, "The Material Cause of Locomotion" and "The Formal Cause of Locomotion."

☐Read the first and third paragraph on p. 147 in *Nature of Science*

☐Complete the questions

Friday, May 22

☐ Attend optional office hours at 11:30

☐ Catch-up or review the week's work

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

_____

Student Signature

_____

Parent Signature

Monday, May 18

Today's instructions:

1. Read the lecture below and *Nature of Science* pg. 143
2. Read *Nature of Science* pg. 141 through the very top of 142.
3. Complete the questions below

For the past few weeks, we've observed how the modern scientists built off of the discoveries of the ancient Pre-Socratics, using thorough measurements and experimentation to achieve some incredible discoveries about the material causes of ultimate substances. We also saw, however, that these moderns had narrowed their focus of chemistry down to *purely* the material and efficient causes: in general, the modern emphasis in science is on mathematical, measurable principles that hold true in every possible situation. We saw this in chemistry as scientists sought to understand the ultimate substance that defined all material, and much of the same emphasis can be found in the study of physics as well.

In modern science, "physics" refers specifically to the study of *the motion of bodies in space.* The speed of a moving object, the many different forces that act upon a given object[1], the amount of force required to overcome inertia (resistance to being pushed), are a few examples of the sorts of things that modern physics seeks to calculate and understand on a mathematical level.

It's important, however, to remember the etymology of that word "physics": way back in Quarter 1, we discussed how the Greek word φύσις (or, phusis) meant *nature,* and it's from this word that we get the word physics. In Quarter 1, we also saw how in his *Physics*, Aristotle defines nature as "a principle of moving and of resting" (pg. 21). Technically speaking, the modern understanding of "physics" agrees with Aristotle, since it also studies how objects "move and rest (stop moving)". We mustn't forget, however, the second part of Aristotle's definition, which was that the principle of natural things is "an inborn impulse to change". The ancient understanding of motion is far broader than the modern emphasis (it even has a specific Greek name for it!). Aristotle shows that there are **four** kinds of motion:

- Locomotion, or Change of Place
- Increase and Decrease, or Change of Quantity
- Alteration, or Change of Quality
- Substantial Change, or Change of Substance

The study of modern physics only focuses on the first one: **locomotion**, or something's change of *place*. The other three kinds of motion are motions as well, in that they involve *moving* from one kind of state of being to another. We observed changes of Quantity and Quality in Biology, and Chemistry studies both changes of Quality and of Substance.

For the purposes of this week, we are going to focus on understanding what makes Aristotle's four kinds of motion distinct from each other and will particularly begin to build a deeper understanding of locomotion. As you continue to study physics in the years to come, you should always keep in mind how the ancient understanding of motion provides a much more complete look at the ways in which a natural thing can change according to its inborn impulse!

[1] For instance, you have gravity pushing down on you at all times, while the chair you are sitting on is "pushing" AGAINST gravity and your mass to keep you suspended at a certain height!

Name: _____

Section & Course: _____

Teacher: _____

Date: _____

Monday May 18: Aristotle's *Physics* I.7 and "The Kinds of Motion"

1. In the table below, list the name of each kind of motion, the type of change, and then one example that you can think of (this cannot be an example from page 143, although you should look at those examples to give you a sense of the type of change).

Kind of Motion	Type of Change	Example of Change

2. Another name for the idea of motion and change that Aristotle introduces is ___.

a. "Being"
b. "Becoming"
c. "Coming to be"
d. a. and b.
e. b. and c.

3. The Greek word for a broader reality, which means "change" or "motion", is _____.

4. What are the two most basic and broad categories of change? To which category do the **first three** kinds of motion belong? (Complete sentence)

_____

_____

5. At the start of page 141, Aristotle says that when talking about a thing undergoing a change, the thing can either be...

a. simple or complex.
b. old or new.
c. rational or irrational.
d. being or becoming.

6. Aristotle says that in every example of change or motion, there must always be an _____ _____ that will "survive" the change.

7. In 2-3 sentences, briefly explain the difference between the ancient and modern understanding of physics as a science.

_____

_____

_____

_____

_____

Tuesday, May 19

Name: _____

Section & Course: _____

Teacher: _____

Date: _____

Physics I.7 continued and "Three Principles of Motion"

Instructions for today:

1. Read pg. 142 (finish *Physics* I.7)
2. Read pp. 144-146 "Three Principles of Motion"
3. Complete the questions below

Physics I.7

1. Which of the different ways of "coming to be" do so *in the unqualified sense*? What does the book say "unqualified sense" means? (Complete sentences)

_____

_____

_____

2. List the five ways which Aristotle says things "generally come to be" on page 142.

_____

_____

_____

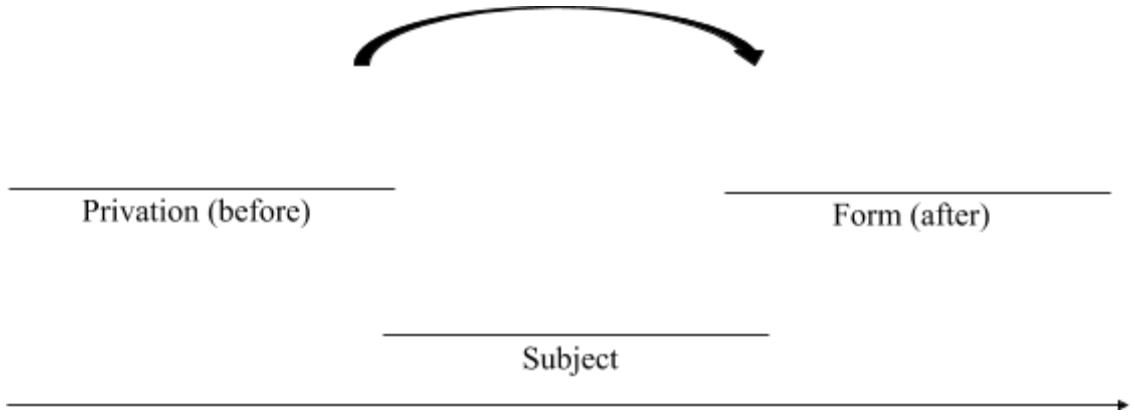
"Three Principles of Motion"

3. List all three principles of motion.

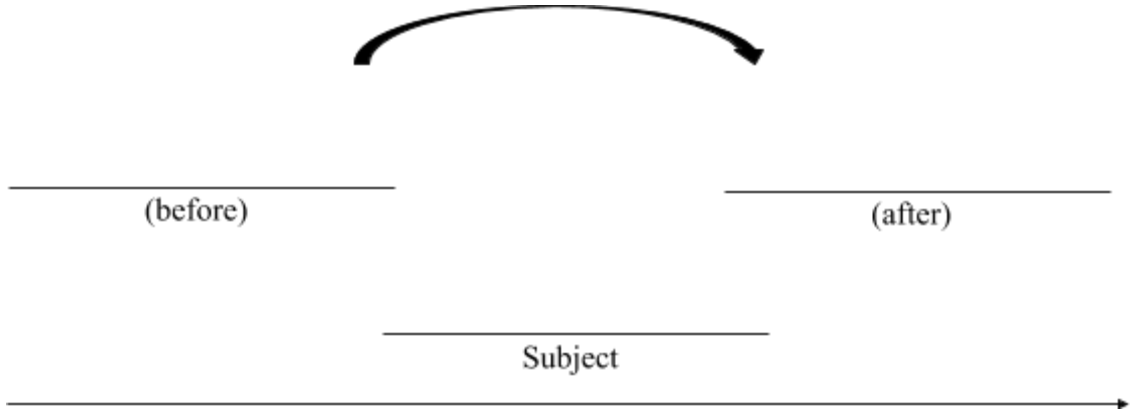
_____

4. Which principle is the *underlying* thing that endures the change? _____

5. Fill in the model below according to the model on page 145.



6. Now, fill in the same model choosing your *own subject, form (quality after the change), and privation (lack of the new form before the change)***.**



7. Circle correct answer: The models above are examples of (accidental / substantial) change.

8. According to page 146, what is the *subject* of a substantial change? What is the *form* of a substantial change?

_____

_____

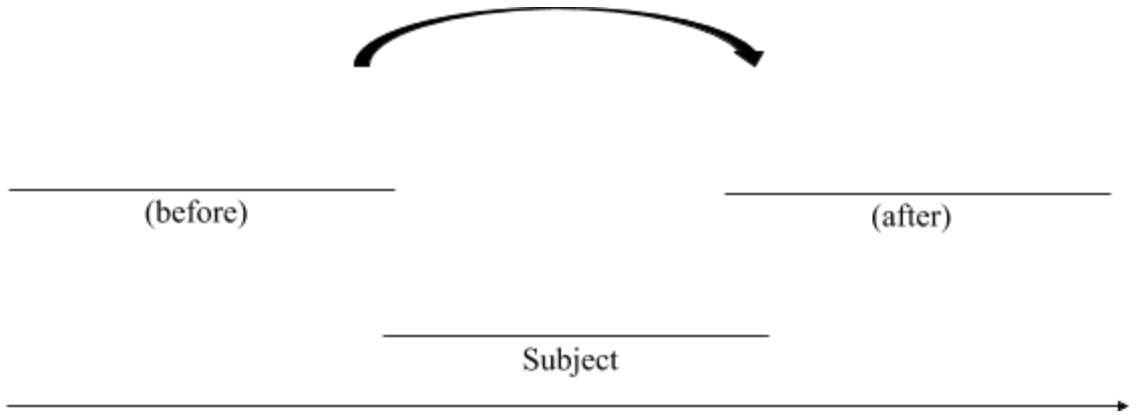
_____

One more on the next page →

9. Based on what you now know from all of the above questions, attempt to identify the three principles of motion of a *substantial change*. Read the following sentence, then use the terms in the wordbank below to fill out the model:

Faraday split the water into hydrogen and oxygen gases.

Hydrogen and Oxygen (material)	Water	Gases



Wednesday, May 20

Name: _____
Section & Course: _____
Teacher: _____
Date: _____

The Final and Efficient Causes of Locomotion

Instructions for today:

1. Read p.148, "The Four Causes of Locomotion According to the Ancients" and "The Final Cause of Locomotion."
2. Read from the middle of p.150 to the end of p.152, "The Efficient Cause of Locomotion."
3. Answer the questions below.

The Four Causes of Locomotion According to the Ancients

1. Why is *locomotion* the most "foundational" kind of motion?
    a. Because *locomotion* is the only way to get from one place to another.
    b. Because *locomotion* is the most common kind of motion.
    c. Because *locomotion* is a change of place.
    d. Because the other two kinds of accidental motion--*alteration* and *change in size*--are both dependent on *locomotion*, and would be impossible without it.

2. As the ancients did, we will study *locomotion* according to ___.
    a. The Material Cause
    b. The Formal Cause
    c. The Efficient Cause
    d. The Final Cause
    e. All of the above (all four causes)

The FINAL CAUSE of Locomotion

3. What are *natural motions*, according to Aristotle?
    a. The growth of plants and animals
    b. The motions of natural things
    c. The motion of the five elements towards their natural places
    d. The most common or ordinary kinds of motions

4. Match each element to its natural place:

___ Water	A. *towards the center of the earth*
___ Earth	B. *away from the center*
___ Air	C. *in a circular motion in the lunar sphere*
___ Water	D. *towards the center, but above earth*
___ Aether	E. *away from the center and above air*

5. What is the *telos* (the Final Cause) of every element's natural motion?

   _____

6. If you drop a rock off of a cliff, what is the final cause of its motion *downward*?

   _____

7. If you light a match, what is the final cause of its motion *upward*?

   _____

The EFFICIENT CAUSE of Locomotion

8. In the last section, on the Final Cause, we looked at *natural motions*. What is the other kind of motion?
   a. violent motions
   b. unnatural motions
   c. strange motions

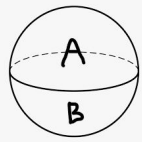
9. For each of the following, identify whether it is a natural or a violent motion. Write either N for *natural motion* or V for *violent motions.*

   ___ A boulder falls down off a cliff.
   ___ A rock flies high into the air because someone threw it.
   ___ Rain falls to the ground.
   ___ A balloon full of air is submerged beneath the water in a swimming pool.

10. Some cases of *efficient causes* of locomotion are very obvious. When you pick a ball up off the ground, the efficient cause of the ball's movement is _____.

11. In the second paragraph of "The Efficient Cause of Locomotion" reading, on p.150, it says that there is a universal principle about the efficient cause of locomotion. It says that: "*Everything moving is*_____."

12. Aristotle proves that this must be true using a proof called a ___.
    a. direct proof
    b. *reductio ad absurdam* proof
    c. *ad infinitum* proof

13. If we imagine some whole object moving, like a tennis ball or a planet, we know that if one part of it stops, the rest of it will stop too. For example: If the tennis ball is bouncing up and down and then suddenly the top half (A) stops moving, then the bottom part (B) would also have to stop moving.	

In his proof, Aristotle shows it is therefore evident that *it is impossible for a body to* __.
    a. *stop moving*
    b. *split in half*
    c. *be its own efficient cause*
    d. *cause another body to move*

14. The second-to-last paragraph says that, in light of this principle (from the previous question), our earlier examples of *violent motions* should make sense. To see that this is true, identify the *efficient cause* of each of the following violent motions:

    1. A tractor moves a large mound of dirt. _____
    2. A catapult launches a boulder through the air. _____
    3. You force a balloon full of air underwater. _____

15. With *natural motions*, however, it is much harder to tell! Try to identify the *efficient causes* of the following natural motions, keeping in mind the principle that Aristotle proved: *a body cannot be its own efficient cause!*

    1. Water flows downhill. _____
    2. A stone sinks to the bottom of a pond. _____
    3. Flames rise from the wood. _____

Thursday, May 21

Name: _____

Section & Course: _____

Teacher: _____

Date: _____

The Material and Formal Causes of Locomotion

Instructions for today:

1. Read pp. 149-150, "The Material Cause of Locomotion" and "The Formal Cause of Locomotion."
2. Read the first and third paragraph on p. 147 in *Nature of Science*
3. Answer the questions below.

The Material Cause of Locomotion (p. 149)

1. What is the material cause of your own locomotion?
    a. Your soul
    b. Your form
    c. Your parents
    d. Your body
    e. Your legs

2. What is necessary in order to actually be some*where*?
    a. A body
    b. A motion
    c. A thought
    d. A soul

The Formal Cause of Locomotion (pp. 149-150)

3. Copy the three definitions indicated in the reading (Note: The first is a definition of motion in general and the second two are definitions of one specific type of motion - locomotion):
    a. Motion is _____
    _____

    b. _____
    _____

    c. _____
    _____

4. Recall from Tuesday's lesson when you read about the Three Principles of Motion on pp. 144-145. The three principles were *subject*, *form*, and *privation*. These three principles are foundational to all four types of motion! We want to see how these principles apply to the one type called "Locomotion".

   See the table below for how these three principles are reflected with the particular type of motion called "Locomotion".

Principle of Motion	**Example with Locomotion**
Subject	Your body
Form	Being outside
Privation	Not being outside

   These are the three principles of the locomotion of you going outside. To help us understand, let's look at it a little more carefully.

   When you are *in*side you have the *privation* (the lack) of being outside, but you are an embodied creature and so have the potential to be *outside*. Locomotion comes into play when you go from the privation (inside) to the actuality of being outside (form).

   Repeat the table correctly with this example:
   A little bird has been foraging for materials to make its nest and is planning to return. In this instance, what are the three principles of the locomotion of the bird to its nest?

Principle of Motion	**Example with Locomotion**
Subject	a. The bird's _____
Form	b. _____
Privation	c. _____

5. Who is the follower of Parmenides who denied the possibility of real locomotion?

   _____

(Worksheet continues on the next page)

6. Describe this person's argument that motion does not exist.
   You must use the following words:

Word	**Place a check when you have used it**
arrow	
time	
moment	
instant	
at rest	

_____

_____

_____

_____

7. What is necessary in order for locomotion to take place?
   a. Time must pass
   b. Space must move
   c. The object must be able to move itself
   d. The substance must have a rational soul

8. What else *also* requires time in order to take place?
   a. Existence
   b. Rest
   c. Potential
   d. Form

9. What else *also* requires time in order to take place?
   a. Existence
   b. Rest
   c. Potential
   d. Form

10. The follower of Parmenides who denied the possibility of motion made two fundamental errors. Circle the two errors:
    a. He misunderstood the nature of time, thinking (incorrectly) that time is made up of many different points
    b. He misunderstood bodies, thinking they must move themselves in order for there to be motion; since the arrow was launched by a person, it was not really in motion
    c. He misunderstood substances and thought (incorrectly) that they did not necessarily have to have bodies in order to have locomotion
    d. He misunderstood the nature of rest and thought (incorrectly) that something could be at rest even though time did not move

Friday, May 22

☐ Attend optional office hours at 11:30
☐ Catch-up or review the week's work