

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

Weekly Math Homework - 22

Due: March 20

**Monday**

Solve for z

$$z + 17 = 38$$

Solve:

$$-11 \cdot 9 = \underline{\hspace{2cm}}$$

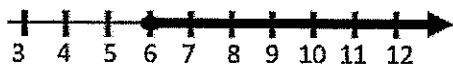
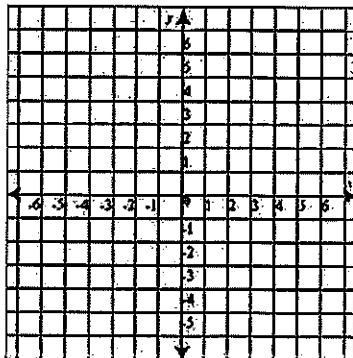
$$-33 \div -3 = \underline{\hspace{2cm}}$$

List **3** values that would make this inequality true.

$$y + 7 > 18$$

 $\underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$ 

Write the inequality this number line represents.

Graph the ordered pairs  $(-1, 3)$  and  $(-2, -4)$ .**Tuesday**

What is 50% of 88?

Evaluate the expression. Use PEMDAS.

$$12 + (8 \cdot (4 + 3) + 2) - 6$$

Use the Distributive Property to simplify the expression below.

$$7(2x + 8) = \underline{\hspace{2cm}}$$

Jared made 4 birdhouses in 3 days. How many days will Jared work to make 20 birdhouses? (**Hint: Setup a proportion**)

Solve for n. Write the equation

X	Y
23	16
25	18
28	n
32	25

$$n = \underline{\hspace{2cm}}$$

Equation:  $\underline{\hspace{2cm}}$ 

What do you call an empty parrot cage?

## Wednesday

Find the product.

$$7.02 \times 0.85$$

At the annual hot dog eating contest, Mitchel eats 45 hotdogs in 3 minutes. What is Mitchel's unit rate? (Hotdogs per minute)

Solve:

$$-25 + 15 = \underline{\hspace{2cm}}$$

$$8 - (-3) = \underline{\hspace{2cm}}$$

Kathy swims at least 6 laps every day. Write an **inequality** to show how long Kathy swims each day.

Solve for n. Write the equation

X	Y
5	10
6	12
7	14
n	20

$$n = \underline{\hspace{2cm}}$$

$$\text{Equation: } \underline{\hspace{2cm}}$$

## Thursday

Find the product

$$5 \cdot \frac{2}{5} =$$

Solve for y

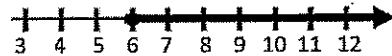
$$25 = y - 11$$

Classify the number **-1.5**

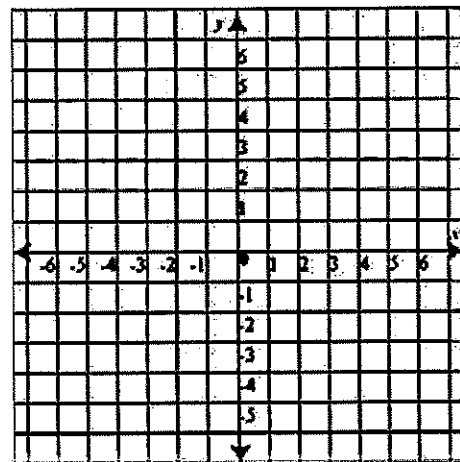
Circle most **specific**

Whole Integer Rational

Write the inequality this number line represents.



Graph the ordered pairs (3, 5) and (2, -3).



Name: \_\_\_\_\_

6th Grade Science  
Week 27 3/16-3/20

# Beneath our Feet: The Four Layers of Earth

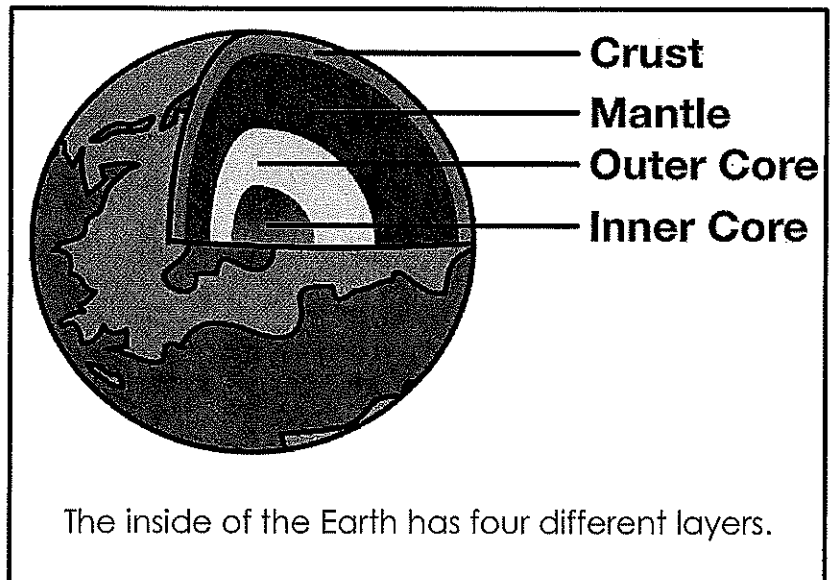
by Kelly Hashway

We all call the Earth home, but did you ever think about what our home is actually made of? The planet is approximately 4,000 miles from surface to center, but what makes up those miles of Earth?

First, let's start with the part of the Earth that we live on, the outermost layer called the crust. It is made up of loose material, like rocks, soil, and seabed. The crust is about five miles deep beneath the oceans and about twenty-five miles thick below the continents.

Beyond the crust is the mantle. The mantle extends approximately 1,800 miles deep into the Earth. It makes up about 85% of the total weight of the Earth's mass. The mantle also has layers. The first 50 miles are hard rock. The next 150 miles are super-heated molten rock that is so hot it can flow under pressure, like tar. Underneath this heated layer is several hundred miles of solid rock. Think of the mantle like a peanut butter sandwich. You have the two pieces of bread and the peanut butter between them. In the mantle, we have two layers of solid rock with heated flowing rock between them.

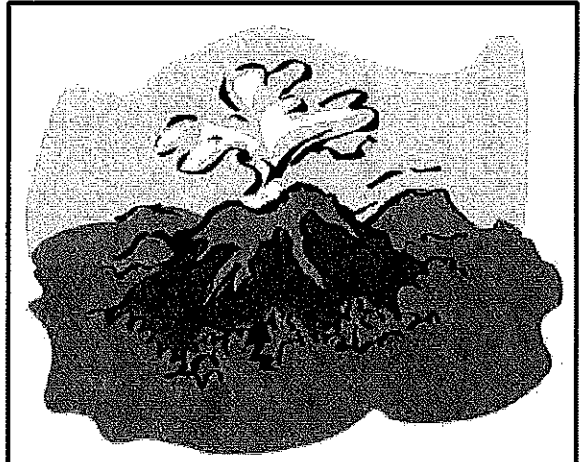
Next is the outer core. This is about 3,000 miles beneath the Earth's surface. The outer core consists of super-heated liquid molten lava. The lava is mostly made up of iron and nickel, which is why some geologists call it molten metal instead of molten rock. The outer core creates the Earth's magnetic field.



The final layer is the inner core, which is 900 miles deep. Scientists believe the inner core is a solid ball of iron and other minerals. The temperature is extremely hot, somewhere between 9,000 and 13,000 degrees Fahrenheit. But because of the high pressure, the iron and other minerals cannot melt. The heat of the inner core is sometimes compared to the heat of the sun.

Are you wondering why the Earth is made up of four different layers? Many scientists believe that the Earth wasn't always like this. They believe that when the Earth was formed, it was a hot ball made up of a mixture of rock and metals. They think that as the Earth cooled, the heavier parts sank to the inside and the lighter materials rose to the top. This would explain why the inner core is made up of iron and the crust consists of lighter rock and loose material.

As you walk around and enjoy the beauty on the Earth's surface, think about the many layers beneath your feet. It takes all these layers to make up the planet we call home.



Have you ever seen pictures of lava pouring down the sides of a volcano?

The molten rock inside the Earth's mantle is called magma. When it erupts through a volcano, it's called lava.

When it cools, the lava will harden and form new soil and rock, which will become part of the Earth's crust.

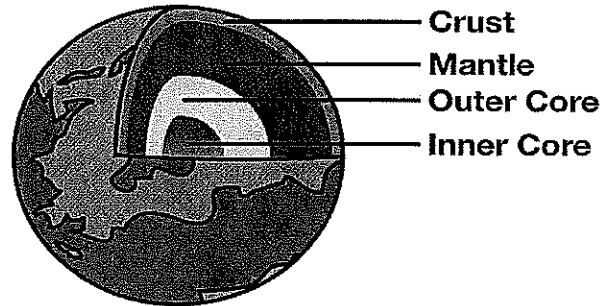
Name: \_\_\_\_\_

# Beneath our Feet: The Four Layers of Earth

by Kelly Hashway

1. Where is the Earth's crust the thickest?

- a. below the continents
- b. beneath the oceans
- c. below the equator
- d. below the North Pole



2. How is the Earth's mantle like a peanut butter sandwich?

- a. The mantle has three layers, like a peanut butter sandwich.
- b. The mantle is sticky, like peanut butter.
- c. The top and bottom layers of the mantle are the thickest parts.
- d. Peanut butter sandwiches feel like the hard rocks found in the mantle.

3. Which layers of the Earth are made mostly of metals?

\_\_\_\_\_

4. Write the word true or false for each sentence.

\_\_\_\_\_ The inner core of the Earth is about the nine hundred degrees Fahrenheit.

\_\_\_\_\_ The inner core of the Earth is made of liquid iron and nickel.

\_\_\_\_\_ The Earth's mantle lies directly below the inner core.

5. Explain how scientists believe the Earth's four layers were formed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

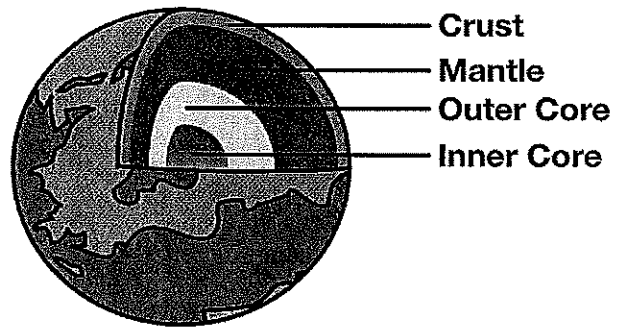
# ANSWER KEY

## Beneath our Feet: The Four Layers of Earth

by Kelly Hashway

1. Where is the Earth's crust the thickest? a

- a. below the continents
- b. beneath the oceans
- c. below the equator
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2. How is the Earth's mantle like a peanut butter sandwich? a

- a. The mantle has three layers, like a peanut butter sandwich.
- b. The mantle is sticky, like peanut butter.
- c. The top and bottom layers of the mantle are the thickest parts.
- d. Peanut butter sandwiches feel like the hard rocks found in the mantle.

3. Which layers of the Earth are made mostly of metals?

The inner core and outer core are made of metals.

4. Write the word true or false for each sentence.

false The inner core of the Earth is about the nine hundred degrees Fahrenheit.

false The inner core of the Earth is made of liquid iron and nickel.

false The Earth's mantle lies directly below the inner core.

5. Explain how scientists believe the Earth's four layers were formed.

Many scientists believe that when the Earth was formed, it was a hot ball that was made of a mixture of different rock and metals. As it cooled, the heavier parts sank to the inside of the planet.



# SUPERSHEETS



**HERO:**

**DATE:**

## The Double Dutch Champion

- 1 Shamsa wiped her nose, got up from her bed, and lifted the curtain just a little, and peeked through the window. The blue sky had cleared the rain, and the kids had again started to pour out on the street. Shamsa could see Blair and Hina holding the bright orange jump rope. The two girls on the other end were hidden from her sight. It was Gina's turn, and she was masterfully playing Double Dutch — a jump rope game.
- 2 "One little monkey jumping on the bed," the girls sang. The voices trailed off as Shamsa burst into sobs again. She very much wanted to show off her skipping skills and win recognition as the best skipper in the neighborhood.
- 3 Shamsa was the new kid on the block. Before the rain, she was out playing Double Dutch with the girls when she overheard a comment about her.
- 4 "Shamsa is ugly," Gina whispered to Hina, and both giggled. Soon, all the girls were laughing. Shamsa was mortified and dashed to her house. The girls felt ashamed, especially Blair. She liked Shamsa and wanted to know her better.
- 5 Mother opened the door, and Blair walked in behind her. "Please leave me alone," cried Shamsa.
- 6 "I am sorry," Blair whispered. "Please come play with us."
- 7 "I have vitiligo. It causes white spots to appear on my skin." Shamsa tried to explain her condition to Blair between sobs. "I am not ugly, just different."
- 8 "I like your special spots, and you are beautiful," Blair spoke softly and held out her hand. Shamsa smiled, and the two new friends walked out on the street, hand in hand.
- 9 That evening, there was a new Double Dutch champion on the Array Street.

**1** The author's primary purpose in writing this story is to—

- |  |  |
|--|--|
| <input type="radio"/> A describe how the Double Dutch game is played | <input type="radio"/> C show how to ignore others who look different     |
| <input type="radio"/> B show that kind people appreciate differences | <input type="radio"/> D describe a way to resolve quarrels among friends |

**2** The author's primary purpose in writing this story is to—

- |   |   |
|---|---|
| <input type="radio"/> F To show the girls' attitudes toward diversity | <input type="radio"/> H To explain why the girls feel differently |
| <input type="radio"/> G To show that Blair is Shamsa's friend         | <input type="radio"/> J To allow a chance for Blair to say sorry  |

**3** Which dialogue best supports the author's main message in the story?

- |   |  |
|---|--|
| <input type="radio"/> A "Please leave me alone."    | <input type="radio"/> C "I am not ugly, just different." |
| <input type="radio"/> B "Please come play with us." | <input type="radio"/> D "I like your special spots..."   |

## Not Like Everybody Else!

- 1 One day, you look out the window and what you observe astounds you. You see green grass, green trees with green barks, a green sky with green clouds, green houses, and green cars on green roads. You blink and look again. Everything is back to normal. Green grass, blue sky, silver clouds, grey roads, and different color houses and cars. You heave out a sigh of relief!
- 2 What does it tell you? You are absolutely correct! It would be boring to see only one color around you. Having a variety of colors is appealing to the sense of sight. Similarly, life would be dull if all restaurants served the same food, or all movies followed the same theme or story.

### Diversity has Value

- 3 By the same token, people are not all the same. They don't look the same, behave the same, or have the same physical or mental abilities. This diversity is special and distinctive! People with diverse backgrounds bring different histories, cultural heritage, and interesting viewpoints to share.

### Knowing Makes a Difference

- 4 Everyone has their own beauty. Getting to know others is the first step toward harmony. You begin to see value in diversity when you find things in common. Sometimes, people are rude to those they don't even know. Make acquaintance with someone different from you in some way, and see how much common ground you can find. Don't be afraid to ask questions. Listen. Understand.

- 4 What important message does the author convey in paragraphs 1 and 2?

- F Absence of variety is unexciting.                       H Seeing only one color is not normal.
- G People often have a favorite movie or food.                       J People like colorful surroundings.

- 5 What is the author's main purpose in writing this passage?

- A To show not everyone looks the same                       C To explain why diversity is valuable
- B To describe how people are different                       D To express approval of other viewpoints

- 6 Which sentence from the article best supports the author's overall message?

- F *It would be boring to see only one color around you.*
- G *Everyone has their own beauty.*
- H *By the same token, people are not all the same.*
- J *Don't be afraid to ask questions.*

- 7 How does the organization of ideas contribute to the article?

- A The information compares and contrasts views on the topic.
- B The details in the article are presented in a sequential order.
- C The ideas in the article are organized in a problem-solution pattern.
- D The details in the article follow a descriptive organizational structure.

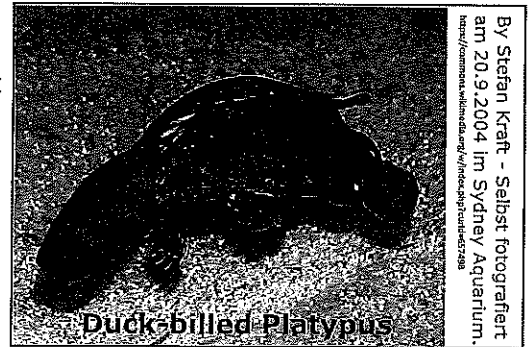


## Distinctly Different


- 1 It lays eggs like birds, but it's not a bird. It has a beak like a duck, but it's not a duck. Its tail is similar to a beaver's tail, but it's not a beaver. Its legs look like an otter's legs, but it's not an otter. And if that's not enough to perplex you, the creature has another curveball to throw your way. It stings, and it stings like no other animal!

### The Cute, Clumsy, and Unique

- 2 So, don't let the cute and clumsy creature fool you to get near it if you don't want a mega-sting. It's the duck-billed platypus – a native of Australia and Tasmania. It's an amphibious mammal suited to live in water as well as on land. A platypus hunts underwater. It paddles through the water with its front webbed feet and steers with its hind legs and tail. It is carnivorous and feeds on worms, shellfish, and insects.
- 3 This unique animal is also very beneficial. Scientists have discovered a protein in its DNA that can solve the problem of antibiotic resistance in humans.



### The Spur and the Sting

- 4  Only the male platypus has ankle spurs on the heels of its hind legs. When it feels threatened, it uses its spur to attack the enemy. The venom is powerful enough to kill small animals like rodents and dogs but is not poisonous to humans. However, the sting itself is incredibly painful. It is, in fact, the most painful sting in the world. It feels as if thousands of wasps have stung all at once. The pain can't be relieved by pain-killing medicines. The person is unable to move because of the pain. Swelling quickly develops around the area of the wound and slowly spreads through the entire limb. The pain may last for weeks or months and develop into a condition that causes extreme sensitivity to pain.

- 8 Which of these is the most important message the author sends in paragraph 4?
- F The venom of a duck-billed platypus is too weak to kill humans.
- G The sting of a duck-billed platypus causes swelling in the body.
- H The sting of a duck-billed platypus causes severe pain and distress.
- J The venom of a duck-billed platypus can kill small animals.
- 9 The author's primary purpose in writing this article is to—
- A educate the reader about the duck-billed platypus
- B warn the reader of the dangers of animals that sting
- C compare the sting of a platypus to that of a wasp
- D inform how a platypus looks like other animals
- 10 Which organizational pattern does the author use in paragraph 1?
- F Compare and contrast organizational pattern
- G Chronological organizational pattern
- H Order of importance organizational pattern
- J Time sequence organizational pattern
- 11 Which sentence from paragraph 4 is structured as cause and effect?
- A *However, the sting itself is incredibly painful.*
- B *It feels as if thousands of wasps have stung all at once.*
- C *The pain can't be relieved by pain-killing medicines.*
- D *The person is unable to move because of the pain.*



# The End of World War II

Even as the Allies celebrated victory, the appalling costs of the war began to emerge. The war had killed as many as 50 million people around the world. In Europe alone, over 30 million people had lost their lives, more than half of them civilians. The Soviet Union suffered the worst casualties, with over 20 million dead. As they had after World War I, the Allies faced difficult decisions about the future.

## The War's Aftermath

"Give me ten years and you will not be able to recognize Germany," said Hitler in 1933. Indeed, Germany in 1945 was an unrecognizable ruin. Parts of Poland, the Soviet Union, Japan, China, and other countries also lay in ruins. Total war had gutted cities, factories, harbors, bridges, railroads, farms, and homes. Over twenty million refugees wandered Europe. Amid the devastation, hunger, disease, and mental illness took their toll for years after the fighting ended. As they had after World War I, the Allies faced difficult decisions about the future.

**Horrors of the Holocaust** Numbers alone did not tell the story of the Nazi nightmare in Europe or the Japanese brutality in Asia. During the war, the Allies were aware of the existence of Nazi concentration camps and death camps. But only at war's end did they learn the full extent of the inhumanity of the Holocaust. American General Dwight Eisenhower, who visited the camps, was stunned to come "face to face with indisputable evidence of Nazi brutality and ruthless disregard of every sense of decency."

**War Crimes Trials** At wartime meetings, the Allies had agreed that Axis leaders should be tried for "crimes against humanity." In Germany, the Allies held war crimes trials in Nuremberg, where Hitler had staged mass rallies in the 1930s. Nearly 200 Germans and Austrians were tried, and most were found guilty. A handful of top Nazis received death sentences. Others were imprisoned. Similar war crimes trials were held in Japan. Many of those accused of war crimes were never captured or brought to trial. However, the trials showed that political and military leaders could be held accountable for actions in wartime.

**Occupying Allies** The war crimes trials further discredited the totalitarian ideologies that had led to the war. Yet disturbing questions remained. Why had ordinary people in Germany, Poland, France, and elsewhere accepted—and even collaborated in—Hitler's "Final Solution"?

The United States felt that strengthening democracy would ensure tolerance and peace. The Western Allies built new governments in occupied Germany and Japan with democratic constitutions to protect the rights of all citizens. In Japan, the occupying forces under General MacArthur helped Japanese politicians to create a new constitution that gave power to the Japanese people, rather than the emperor.

## Establishing the United Nations

In April 1945, delegates from 50 nations convened in San Francisco to draft a charter for the United Nations (UN). The UN would play a greater role in world affairs than did its predecessor, the League of Nations.

Under the UN Charter, each of the member nations has one vote in the General Assembly. A much smaller body called the Security Council has greater power. Each of its five permanent members—the United States, the Soviet Union (today Russia), Britain, France, and China—has the right to veto any council decision. The goal was to give these great powers the authority to ensure the peace. The Security Council has the power to apply economic sanctions or send a peace-keeping military force to try to resolve disputes. Differences among the nations on the Security Council, most notably the United States and the Soviet Union, have often kept the UN from taking action. Since the fall of the Soviet Union in 1991, more peacekeeping delegations have been approved.

The UN's work would go far beyond peacekeeping. The organization would take on many world problems—from preventing the outbreak of disease and improving education to protecting refugees and helping nations to develop economically. UN agencies like the World Health Organization and the Food and Agricultural Organization have provided aid for millions of people around the world.

## The Alliance Breaks Apart

Amid the rubble of war, a new power structure emerged. In Europe, Germany was defeated. France and Britain were exhausted. Two other powers, the United States and the Soviet Union, emerged as the new world leaders. The United States abandoned its traditional policy of isolationism to counter what President Truman saw as the communist threat.

**Differences Grow Between the Allies** During the war, the Soviet Union and the nations of the West had cooperated to defeat Nazi Germany. After the war's end, the Allies set up councils made up of foreign ministers from Britain, France, China, the United States, and the Soviet Union to iron out the peace agreements discussed at various conferences during the war. The councils concluded peace agreements with several Axis nations in 1947. However, reparations in Germany and the nature of the governments of Eastern Europe caused divisions to deepen between the former Allies. Conflicting ideologies and mutual distrust soon led to the conflict known as the Cold War. The Cold War was a state of tension and hostility between nations aligned with the United States on one side and the Soviet Union on the other, without armed conflict between the major rivals.

**The Cold War Begins** Stalin had two goals in Eastern Europe. First, he wanted to spread communism in the area. Second, he wanted to create a buffer zone of friendly governments as a defense against Germany, which had invaded Russia during World War I and again in 1941.

As the Red Army had pushed German forces out of Eastern Europe, it had left behind occupying forces. At wartime conferences, Stalin tried to persuade the West to accept Soviet influence in Eastern Europe. The Soviet dictator pointed out that the United States was not consulting the Soviet Union about peace terms for Italy or Japan, both of which were defeated and occupied by American and British troops. In the same way, the Soviet Union would determine the fate of the Eastern European lands that it occupied.

Roosevelt and Churchill rejected Stalin's view, making him promise "free elections" in Eastern Europe. Stalin ignored that pledge. Most Eastern European countries had existing Communist parties, many of which had actively resisted the Nazis during the war. Backed by the Red Army, these local Communists in Poland, Czechoslovakia, and elsewhere destroyed rival political parties and even assassinated democratic leaders. By 1948, pro-Soviet communist governments were in place throughout Eastern Europe.

Name: \_\_\_\_\_

## The End of World War II

- 1) In the section titled "Occupying Allies", the author states that "disturbing questions remained". Why DO YOU THINK ordinary people in Germany, Poland, France, and elsewhere in Europe accepted Hitler's plan to exterminate the Jews?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 2) What did the United States feel would ensure peace in Europe after the war?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 3) What does the word convened mean?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 4) After World War II, what two countries emerged as world leaders?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 5) How is the Cold War defined in the section titled, "Differences Grow Between the Allies"?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 6) What were Stalin's two goals in Eastern Europe after WWII?