

6th Grade Maroon and Gold - NTI Day 13 Checklist

Required Assignments: The following assignments should be completed for NTI Day 13. These assignments are required for all students!

_____ MATH - Students create a dot plot of a given data set

_____ ENGLISH LANGUAGE ARTS - Complete Bell Work. Answer all questions under Section 1: Characters (Back to Basics: Literary Elements and Devices). Answer all questions under Section 2: Elements of Drama (Back to Basics: Literary Elements and Devices) (Do not use RACE method).

_____ SOCIAL STUDIES - Read "The Greek War Games" outline. Choose a word from the word bank that matches with each statement, 1-24. Some of the words will be used more than once!

_____ SCIENCE - Continue the moon phase calendar. Complete the "Moon Phase Worksheet."

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

_____ SCIENCE: Go to Kahoot.it Game Code 0775973 to practice identifying moon phases. Visit www.solarsystem.nasa.gov/moons/earths-moon for more information and graphics on our moon.

{Most Important Contact List}

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Phone number: 859-234-7123

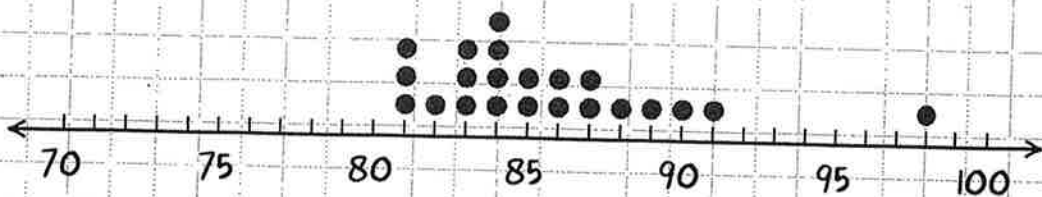
6th Grade Gold team

6th Grade Maroon Team

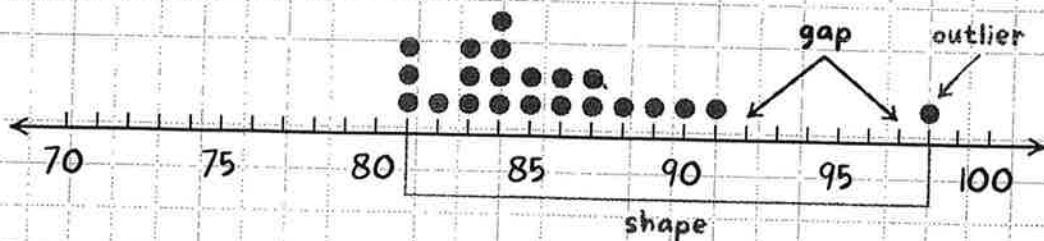
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Let's look at another example...

What information does the line plot give us about the distribution of data?



The line plot shows us the shape of the distribution. It also shows us if there are any outliers.

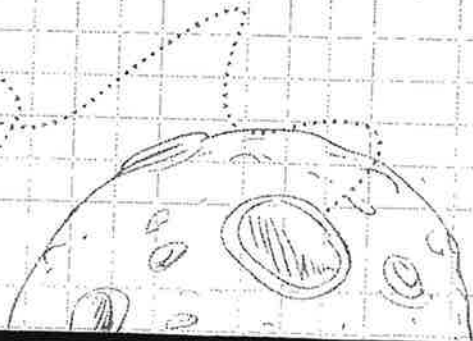
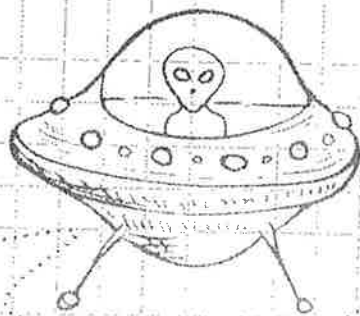


The **shape** can be symmetrical, meaning it's even on both sides of the center. It can also be left-tailed or right-tailed. This example is right-tailed because the data thins out to the right, making it look like it has a tail.

An **outlier** is one point that is far away from the rest of the data points. In this example, 98 is an outlier because there are no other points near it.

A **gap** is a large space between two data points. In this example, there is a gap between 91 - 98.

192



Lesson 2: Displaying a Data Distribution

Classwork

Example 1: Heart Rate

Mia, a sixth grader at Roosevelt Middle School, was thinking about joining the middle school track team. She read that Olympic athletes have lower resting heart rates than most people. She wondered about her own heart rate and how it would compare to other students. Mia was interested in investigating the statistical question: What are the heart rates of students in my sixth-grade class?

Heart rates are expressed as beats per minute (or bpm). Mia knew her resting heart rate was 80 beats per minute. She asked her teacher if she could collect the heart rates of the other students in her class. With the teacher's help, the other sixth graders in her class found their heart rates and reported them to Mia. The following numbers are the resting heart rates (in beats per minute) for the 22 other students in Mia's class.

89 87 85 84 90 79 83 85 86 88 84 81 88 85 83 83 86 82 83 86 82 84

Exercises 1–10

1. What was the heart rate for the student with the lowest heart rate?
2. What was the heart rate for the student with the highest heart rate?
3. How many students had a heart rate greater than 86 bpm?
4. What fraction of students had a heart rate less than 82 bpm?
5. What heart rate occurred most often?

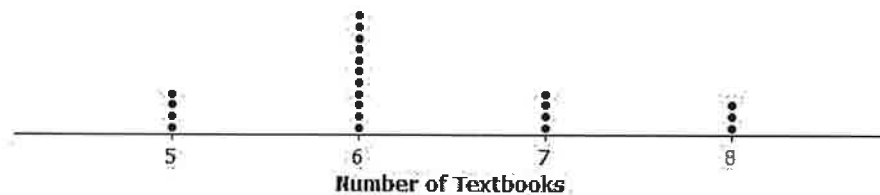
6. What heart rate describes the center of the data?
7. Some students had heart rates that were unusual in that they were quite a bit higher or quite a bit lower than most other students' heart rates. What heart rates would you consider unusual? *Unusual data is called an outlier.*
8. If Mia's teacher asked what the typical heart rate is for sixth graders in the class, what would you tell Mia's teacher?
9. Remember that Mia's heart rate was 80 bpm. Add a dot for Mia's heart rate to the dot plot in Example 1.
10. How does Mia's heart rate compare with the heart rates of the other students in the class?

Example 2: Seeing the Spread in Dot Plots

Mia’s class collected data to answer several other questions about her class. After collecting the data, they drew dot plots of their findings.

One student collected data to answer the question: How many textbooks are in the desks or lockers of sixth graders? She made the following dot plot, not including her data.

Dot Plot of Number of Textbooks



Another student in Mia’s class wanted to ask the question: How tall are the sixth graders in our class?

This dot plot shows the heights of the sixth graders in Mia’s class, not including the datum for the student conducting the survey.

Dot Plot of Height



Exercises 11–14

Below are four statistical questions and four different dot plots of data collected to answer these questions. Match each statistical question with the appropriate dot plot, and explain each choice.

Statistical Questions:

11. What are the ages of fourth graders in our school?

12. What are the heights of the players on the eighth-grade boys' basketball team?

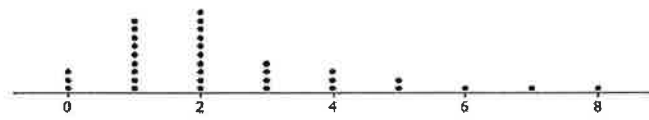
13. How many hours of TV do sixth graders in our class watch on a school night?

14. How many different languages do students in our class speak?

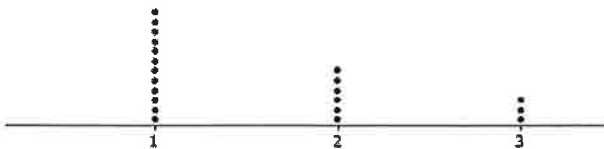
Dot Plot A



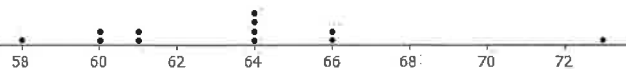
Dot Plot B



Dot Plot C



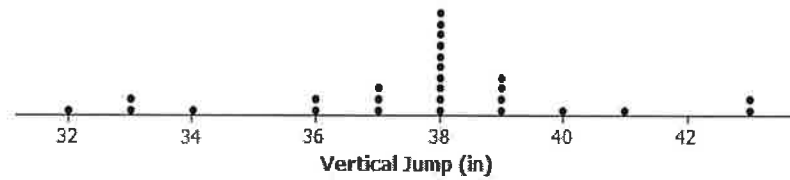
Dot Plot D



Problem Set

- The dot plot below shows the vertical jump height (in inches) of some NBA players. A vertical jump height is how high a player can jump from a standstill.

Dot Plot of Vertical Jump

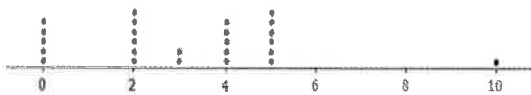


- What statistical question do you think could be answered using these data?
 - What was the highest vertical jump by a player?
 - What was the lowest vertical jump by a player?
 - What is the most common vertical jump height (the height that occurred most often)?
 - How many players jumped the most common vertical jump height?
 - How many players jumped higher than 40 inches?
 - Another NBA player jumped 33 inches. Add a dot for this player on the dot plot. How does this player compare with the other players?
- Below are two statistical questions and two different dot plots of data collected to answer these questions. Match each statistical question with its dot plot, and explain each choice.

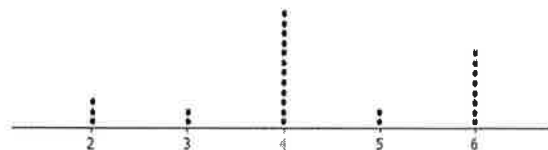
Statistical Questions:

- What is the number of fish (if any) that students in class have in an aquarium at their homes?
- How many days out of the week do the children on my street go to the playground?

Dot Plot A



Dot Plot B



3. Read each of the following statistical questions. Write a description of what the dot plot of data collected to answer the question might look like. Your description should include a description of the spread of the data and the center of the data.
- What is the number of hours sixth graders are in school during a typical school day?
 - What is the number of video games owned by the sixth graders in our class?

6th grade Language Arts Assignments

Day 13:

Bell Work:

1. Define “dialogue”
2. Which character type is known as the opponent or enemy of the protagonist?
3. Circle the adjectives in the sentence:
The pretty woman had a beautiful smile.

Agenda:

1. Read for 10 minutes (book of your choice)
2. Answer all questions under Section 1: Characters (Back to Basics: Literary Elements and Devices)
3. Answer all questions under Section 2: Elements of Drama (Back to Basics: Literary Elements and Devices) (**Do not use RACE method**).

Google Classroom code: p6yh3ma

• Use Glossary of Literary Terms sheet to help you on sections 1-4.

Name: _____

Date: _____

PLAY: *The Birthmark* • SKILL: Literary Elements and Devices, page 1 of 4

Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand the play *The Birthmark*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters listed below: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. AYLMER is a **major** **minor** (check one) character.

Description: _____

He is a **static** **dynamic** (check one) character. I think so because:

B. GEORGIANA is a **major** **minor** (check one) character.

Description: _____

She is a **static** **dynamic** (check one) character. I think so because:

C. JAMES is a **major** **minor** (check one) character.

Description: _____

He is a **static** **dynamic** (check one) character. I think so because:

2. Give two examples of **indirect characterization** of Aylmer.

3. Describe James's role in the play. How does the audience know that James is telling us about events that happened in the past?

Section 2: Elements of Drama

If this play were written to be performed on stage (instead of in your classroom), there would be no characters called Stage Direction Readers. The play would simply have stage directions—information that appears in the script (either in parentheses or in italics) that is not meant to be read aloud, but is there as directions for the director and the actors to follow. Stage directions can be instructions about lighting or sound, notes about where the actors should move, or details about the scenery, costumes, and props. (Props are objects that appear on stage during a play, like a newspaper or a sword.)

4. Why do you think a playwright includes stage directions?

5. List two significant props used in *The Birthmark* and explain why they are important.

6. An aside is a remark spoken by an actor that is intended to be heard by the audience but not by the other characters in the play. Identify two asides in *The Birthmark*.

7. This play is divided into two acts, each of which is divided into smaller sections called scenes. The beginning of a new act indicates a significant change in time, action, or location. What happens in the last scene of Act I? Why do you think the playwright chose to begin a new act after this scene?

8. In how many different settings does the play take place? Name them.

9. What are the stage directions at the end of each scene? Why do you think these are included?

(Hint: Consider your answer to No. 8.)

10. Describe the role of the lighting in Act I, Scene II.

THE GREEK WAR GAME

Carefully read through the outline which follows. It describes the city-states of ancient Greece and the war that was fought between the two leading city-states — Sparta and Athens. Information on the outline will be used during the playing of “The Greek War Game.”

I. Importance of ancient Greek civilization.

- A. Led to the development of Western civilization in Europe and America.
- B. Made outstanding contributions to mathematics, science, art, literature, philosophy, and government.

II. The city-states of Greece.

A. Reasons for city-states.

- 1. Cities were separated by mountains and bodies of water which kept them from uniting into one country.
- 2. Instead of one ruler for all of the city-states together, the Greeks preferred having their own government in their own community.

B. The city-state of Sparta.

- 1. Art, literature, mathematics, and philosophy did not appeal to the Spartans.
- 2. They were mainly interested in a military life which prepared boys and men for self-defense and war.
 - a. The 25,000 Spartan citizens had to be ready to defend themselves against a revolt by the 500,000 “helots.”
 - (1) Helots were people who had been taken prisoner during wars and forced into slavery.
 - (2) Helots farmed the soil and were required to give part of their crops to their master. This angered the slaves and led to occasional rebellions.
 - (3) Once a year, the Spartans declared war on the helots, thereby giving them an excuse to kill suspected troublemakers.
 - b. Boys were trained for the army beginning at age 7.
 - c. Instead of learning to read and write, time was spent jumping, running, wrestling, and using a weapon.
 - d. Men between 20 and 30 became cadets who policed the country and kept the helots under strict control.
 - e. At age 30, a man was given the rights of a citizen, including the right to hold office, attend meetings, and get married.
 - f. Military careers ended at age 60, whereupon a Spartan took a public service job or helped train the young.
- 3. The women of Sparta lived a much freer life than women elsewhere.
 - a. Besides caring for the home, many found time to participate in sports.
 - b. Women were also allowed to own businesses and property.

C. The city-state of Athens.

- 1. Athens was a “democracy” in which the people took part in the government.
 - a. The Assembly, which made the laws, included all adult male citizens.
 - b. The Assembly met once a week on a hillside to discuss and debate such matters as spending money, the need for new laws, declaring war, and making peace.
 - c. Male citizens took turns being government officials who were responsible for organizing the city’s defenses, keeping up the food supply, and maintaining public buildings.

- d. Male citizens also served on juries during court trials.
- e. Citizens enjoyed freedom of speech, including the right to criticize their leaders.
- f. Women, slaves, and foreigners did not have the rights given to male citizens.
- 2. Unlike the people of Sparta, the Athenians were very much interested in art, literature, science, mathematics, and philosophy.
- 3. Public buildings were beautifully designed; homes were small and plain.
- 4. People gathered regularly in the marketplace to visit and discuss daily news.
- 5. Athletics were important to Athenians.
 - a. Sports helped develop strength and coordination.
 - b. Athletes from all over Greece competed every four years in various sporting events at Olympia. This custom led to the present-day Olympic Games.
 - c. Winners of Olympic events became heroes throughout Greece.
- 6. Prisoners of war were used as slaves, a common practice in countries of the ancient Near East.
- 7. Women had different roles than men.
 - a. Their place was in the home caring for children.
 - b. They could not be government officials or members of the Assembly.
 - c. Women did not go to school and were not taught to read and write.
- 8. Temples were built to honor the gods, although religion did not influence people's lives as much as with other civilizations.
- 9. Athens developed a civilization that was far ahead of other civilizations on earth.

III. War breaks out between Sparta and Athens.

A. Causes of the Peloponnesian War.

- 1. Individual city-states sometimes fought wars against each other as they competed for power in Greece.
- 2. Although the many Greek city-states united to defeat the mighty Persian army in 479 B.C., they were unable to unite permanently into one strong nation.
- 3. Fighting started when Sparta became concerned that Athens was trying to become the most powerful city-state in Greece.

B. Important events in the Peloponnesian War.

- 1. Both Sparta and Athens had the help of other city-states.
- 2. Sparta had the strongest army.
- 3. Athens had the best navy and the most money.
- 4. When the war began, a plague struck the city of Athens and killed one out of every four people.
- 5. After 27 years of warfare, Athens' navy was captured and the city was starved until it surrendered.

C. Results of the war.

- 1. Thousands of Greeks were killed and wounded, and the destruction of property was widespread.
- 2. The war weakened the power of Greek city-states and led to their being captured by invaders from Macedonia.
- 3. Alexander the Great of Macedonia not only conquered Greece, but also took control of the Persian Empire, Egypt, and other lands of the Near East.
- 4. Despite being conquered, Greek civilization continued to spread to other parts of the Mediterranean world.

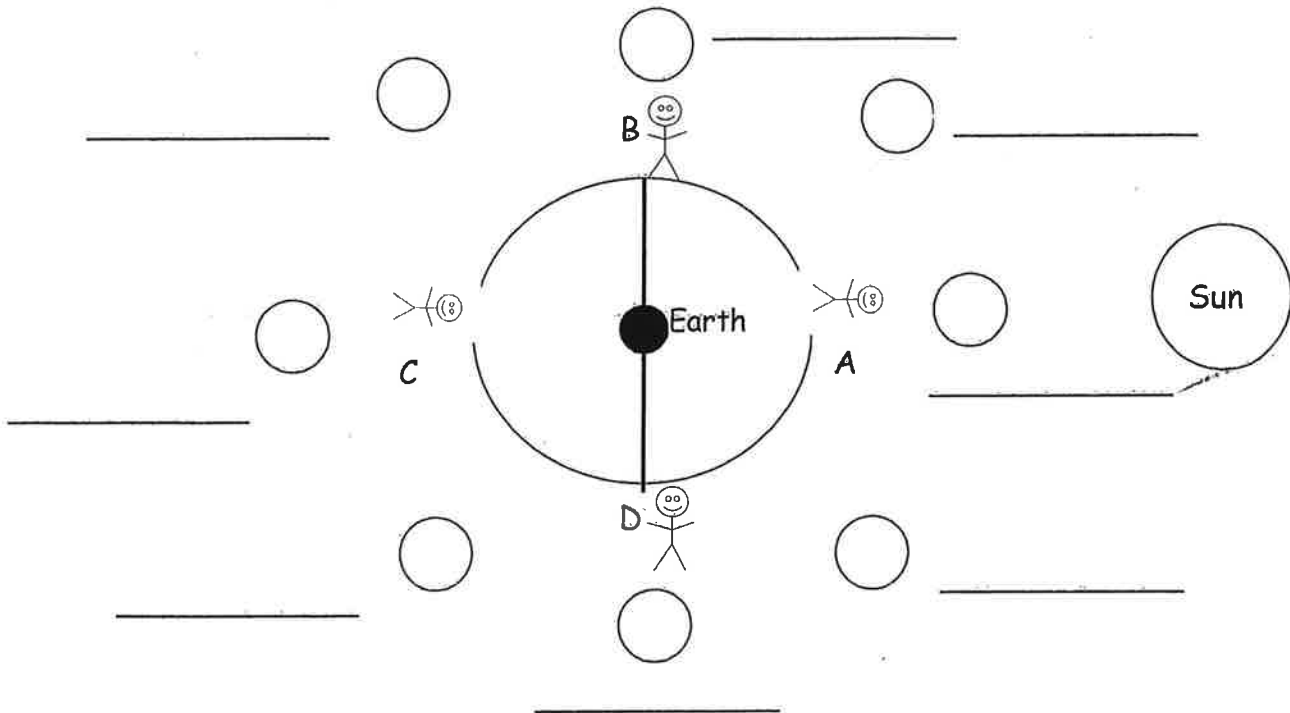
Word Bank:

Democracy	Persian	Cadets
City states	Athens	Freedom of Speech
Seven	Four	Alexander the Great
Women	Mountains	Spartans
Public Buildings	Sparta	Peloponnesian War
Helots	Marketplace	Olympic Games
Assembly	Greece	Macedonia
		Jury

- (1) _____ Greece was divided into many of them.
- (2) _____ These people were taken prisoner by the Spartans and forced into slavery.
- (3) _____ This city-state was interested in art, literature, science, and philosophy.
- (4) _____ It lasted 27 years.
- (5) _____ Country that contributed greatly to Western civilization.
- (6) _____ They feared a revolt by the helots.
- (7) _____ A term which means having a voice in one's government.
- (8) _____ Greek city-states united to defeat this army in 479 B.C.
- (9) _____ City-state which won the Peloponnesian War.
- (10) _____ In Athens, homes were small and plain, but these were very beautiful.
- (11) _____ People of Athens gathered there to visit and discuss the latest news.
- (12) _____ These present-day games began more than 2,000 years ago in ancient Greece.
- (13) _____ An army from there conquered Greece after the war between Sparta and Athens.
- (14) _____ His conquests included Egypt, the Persian Empire, and Greece.
- (15) _____ One reason city-states never united into one strong country was that the cities were separated by bodies of water and by these.
- (16) _____ This city-state stressed military training for boys and men.
- (17) _____ Age when a Spartan youth began his military career.
- (18) _____ People of Sparta who were allowed to own businesses and property, and who also cared for the home.
- (19) _____ Men between 20 and 30 who kept the helots under control in Sparta.
- (20) _____ Name for the group of adult male citizens who made the laws in Athens.
- (21) _____ The group in Athens which decided if a person was guilty or not guilty following a court trial.
- (22) _____ This freedom allowed Athenians to criticize public officials.
- (23) _____ Number of years between the Olympic Games.
- (24) _____ City-state which developed the most advanced civilization on earth.

Name: _____

Moon Phase Worksheet



1. Shade the Earth (above) as it would appear if the sun was located to the right. (The center line is the boundary between day and night. The dot in the center line represents the North Pole. So imagine you are looking down on the Earth from high above.)
2. **Shade and label** the 8 Moons AS THEY WOULD APPEAR FROM EARTH (If you were directly below the moon looking up.)
3. What time is it at position A? _____ B? _____ C? _____ D? _____
Hint: At position A the sun is at its highest point in the sky.
4. How does the Moon rotate on its axis? Clockwise or Counterclockwise? _____
5. How long does it take the Moon to rotate on its axis? _____
6. How long does it take for the Moon to orbit the Earth? _____
7. How does it orbit? clockwise or counterclockwise? _____
8. Which side of the moon is illuminated as it waxes from a New to Full? _____
9. Which side of the moon is illuminated as it wanes from a Full to New? _____
10. What is the shape of the moon just before and just after a New moon? _____
11. What is the shape of the moon just before and after a full moon? _____
12. What causes the moon to shine?
13. Why does the moon appear to change shape during the course of a month?
14. Why can't you see the moon during the new moon phase?

