DAY ONE (1)

Name: _____ Date: _____

Use the graph to answer these questions.

1. Which event had the highest number of fatalities (deaths)?

_____

2. Which event had about 750 fatalities?

_____

3. Approximately how many deaths occurred as a result of wind storms?

_____

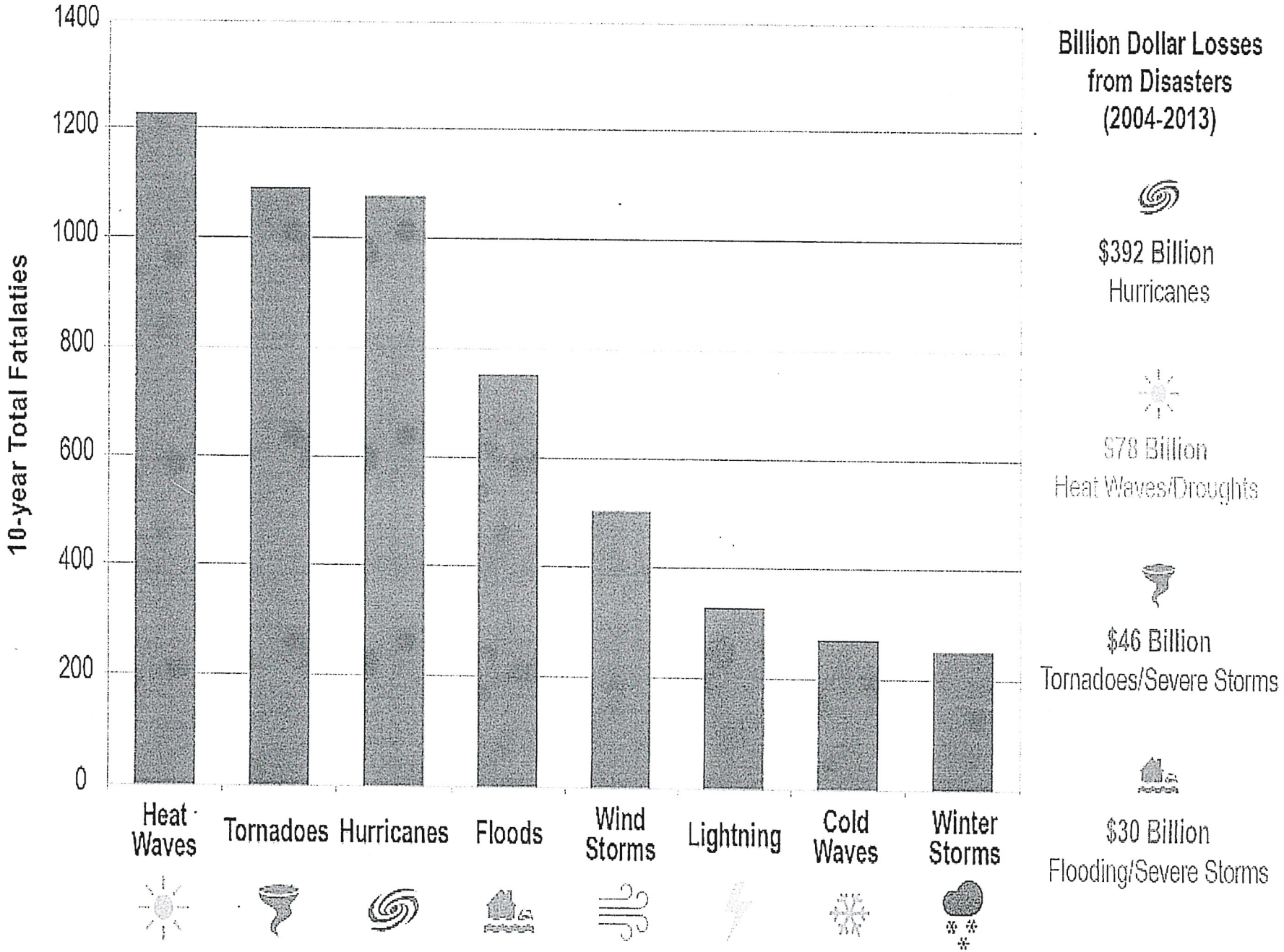
4. Which TWO events had the lowest number of fatalities?

_____

5. What is the approximate number of deaths from tornadoes during this time period?

_____

In the box below, draw a graph representing "Billion Dollar Losses from Disasters".


10-year Total Fatalaties
1400
1200
1000
800
600
400
200
0
Heat Waves
Tornadoes
Hurricanes
Floods
Wind Storms
Lightning
Cold Waves
Winter Storms
Billion Dollar Losses from Disasters (2004-2013)
$392 Billion
Hurricanes
$78 Billion
Heat Waves/Droughts
$46 Billion
Tornadoes/Severe Storms
$30 Billion
Flooding/Severe Storms

Day 2

Autobiography Graphic Organizer

Grade 6 Writing Project

NAME: _____

The project should be a minimum of 6 paragraphs. Each paragraph should be properly formed with a topic sentence and explaining content. Spelling, grammar, paragraph structure are all very important in the final product. Be sure to include your voice in the autobiography. It should not read as a random listing of facts. It should flow and contain traces of your personality. Have fun.

Paragraph One: Introduction

- ☐ Write a quote, question, or attention-grabbing statement about you. Write a brief sentence about the events around your birth, the way you got a nickname, or a funny story. Remember this has to grab someone's attention—make it sound interesting.
- ☐ Introduce yourself with your name, age, and where you live.
- ☐ Write a physical description of yourself.

Paragraph Two: Family Information

- ☐ Your family members when you were born and now
- ☐ Short Descriptions of Family Members
- ☐ How your family is important to you
- ☐ Family vacations or trips
- ☐ Where you now live and where you used to live

Paragraph Three: Early School Years

- ☐ Description of your early school years, kindergarten to grade 3
- ☐ Hobbies and interests you had
- ☐ Sports?
- ☐ Best friends
- ☐ Learning how to: swim, bike, ski etc
- ☐ Favorites: foods, TV shows, games, pets
- ☐ Special school memory?

Paragraph Four: Later School Years (gr. 3 to now)

- ☐ Special memories
- ☐ Sports
- ☐ Things I enjoy doing on my free time
- ☐ Special moments with friends or at school
- ☐ Important people in my life
- ☐ Favorite subjects and friends from school

Paragraph Five: Hobbies or Special Interests

- List your hobbies and/or special interests
- Describe how these things make you happy (what benefits do you get from doing them?)
- Special things you learn by doing your hobbies (think big/outside the box)

Paragraph Six: Conclusion (Summarizing/pulling your writing piece together)

- Restate that your family, activities, memorable events, and hobbies all make up who you are.
- Mention any additional interesting facts or ideas that make you special.
- How do you feel about your life so far? Reflect on the past and look forward to the future.
- Describe what you think you might like to do with your future ie. job, career and why it appeals to you.

Day 3

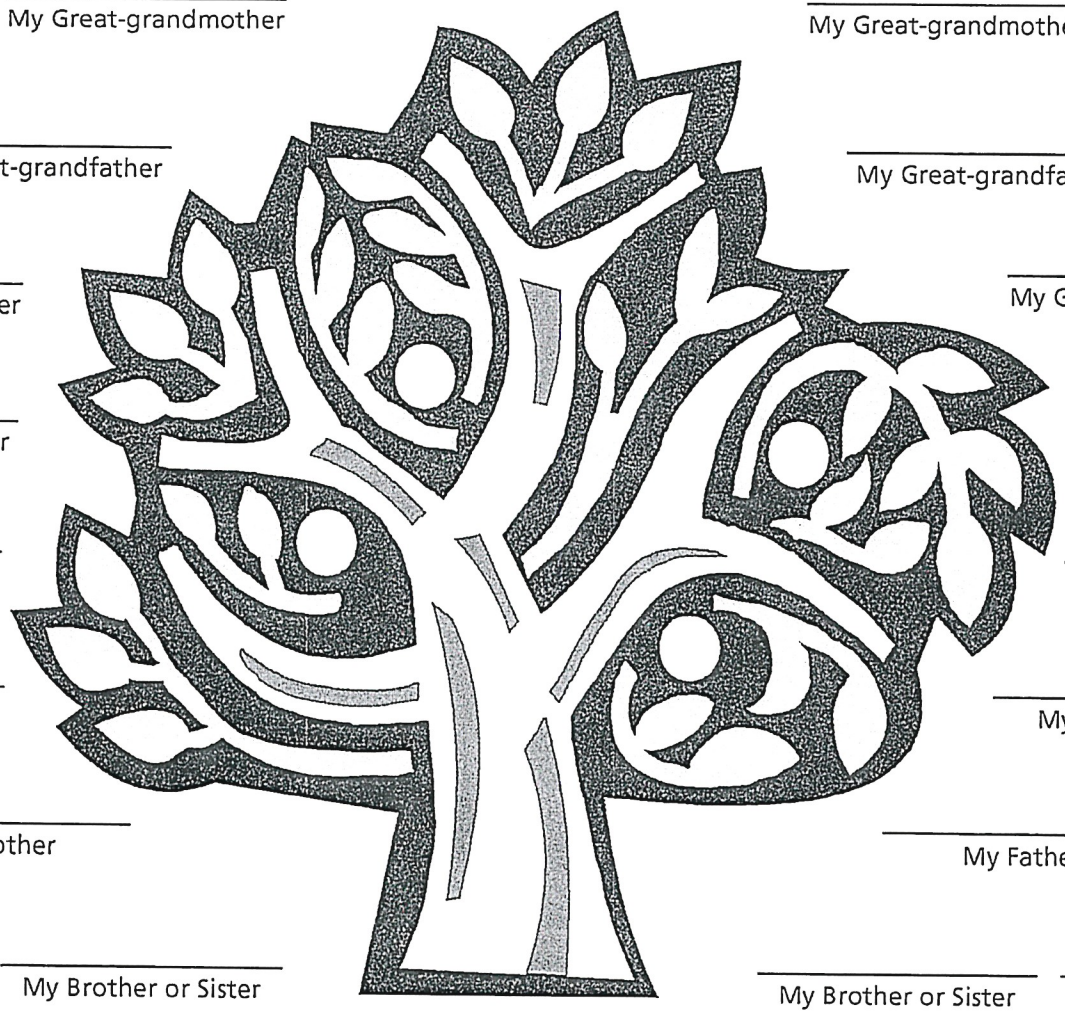
My Family Tree Directions:

This is an accompanying piece to the auto-biographies written for **Day 1**.

Starting at the trunk of the tree, place your name and fill-in as many of the lines with the prospective names as possible. Be sure to ask your family members to help (like your parents, grandparents, aunts/uncles etc.).

Then on the back side, you are going to do the same thing except with eye color and hair color. This is called genetics (genomes). Your science teacher will then use this information for an activity later on.

SCHOLASTIC



My Great-grandmother

My Great-grandmother

My Great-grandfather

My Great-grandfather

My Great-grandmother

My Great-grandmother

My Great-grandfather

My Great-grandfather

My Grandmother

My Grandmother

My Grandfather

My Grandfather

My Mother

My Father

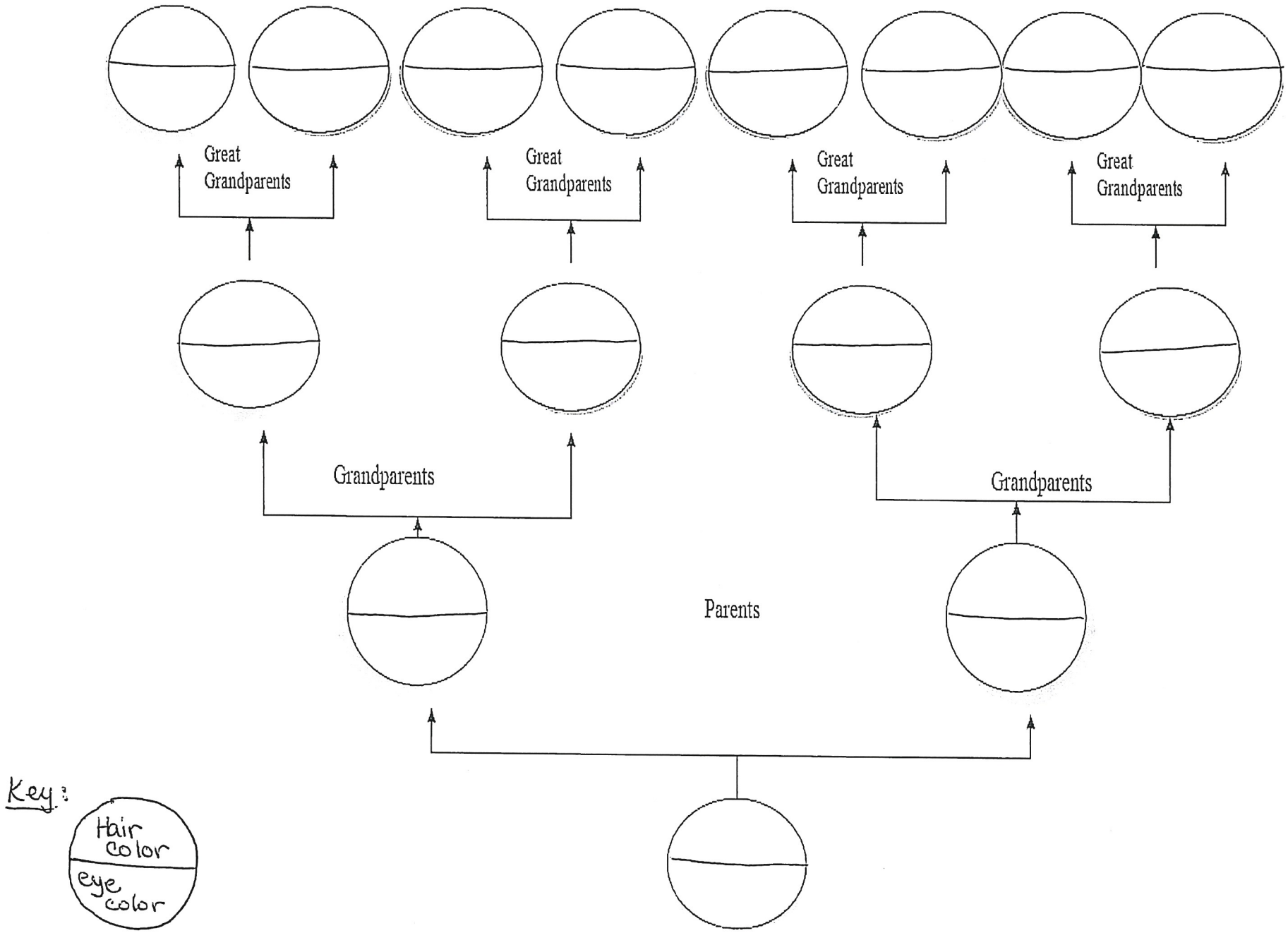
My Brother or Sister

My Brother or Sister

My Brother or Sister

My Brother or Sister

My Family Tree


Great Grandparents
Great Grandparents
Great Grandparents
Great Grandparents
Grandparents
Grandparents
Parents
Key:
Hair color
eye color

Day 4

Directions:

Using found materials from your house, build a shaduf (refer to picture on first page), and test it to see if putting a weight on the end helps lift the water (or sand, rock) easier. What science principle do you think would apply to the shaduf?

Note: found items may be sticks, rocks, yarn, thread, twine, ribbon, etc. The point is to see if the lever that has been weighted, makes the lift easier.

Write a paragraph of no less than 100 words to explain what you learned in this exercise.

Where did you place the fulcrum? How high(in inches) did your shaduf lift the material to the surface?

Not required, but I would love to see a picture of your shaduf.

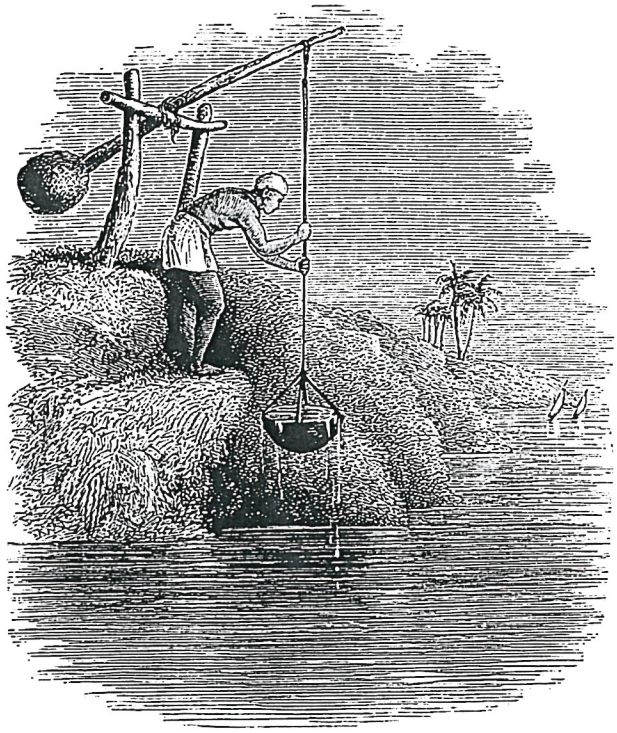
By Ancient History Encyclopedia, adapted by Newsela staff
08/14/2017

Day 4

Science and Engineering in Ancient Egypt

Theories on how pyramids were built

Experts have different ideas about how pyramids were built. It was hard enough to feed and organize the huge number of workers needed. But lifting the blocks would seem impossible, especially as the pyramid got bigger. Some say the workers used water pumps to lift the heavy blocks. Egyptians did use water for their crops and animals. Ancient Egypt relied very much on farming and made new tools to help in the fields.



The ancient Egyptians used many tools. One of them was the shaduf. This was a basket they used to lift water from the river. They spun the shaduf around to bring the water to the fields. Image: Public Domain. [click to enlarge]

For example, ancient Egyptians used two kinds of plows. A heavy plow dug deep into the soil and was dragged across the field by oxen. Then, a lighter

By Ancient History Encyclopedia, adapted by Newsela staff
08/14/2017

Day 4

plow came behind and turned over the loose dirt. Once the field was plowed, workers planted seeds. Animals walked across to push the seeds into the soil. The seeds still needed water,though.

Each year, the Nile river overflowed and its waters carried nutrient-rich soil. The ancient Egyptians made small tunnels, paths and tools that carried the water from the river to the farms and fields. This allowed them to water the crops and grow food. One tool was the shaduf, a bucket used to lift water from the river.

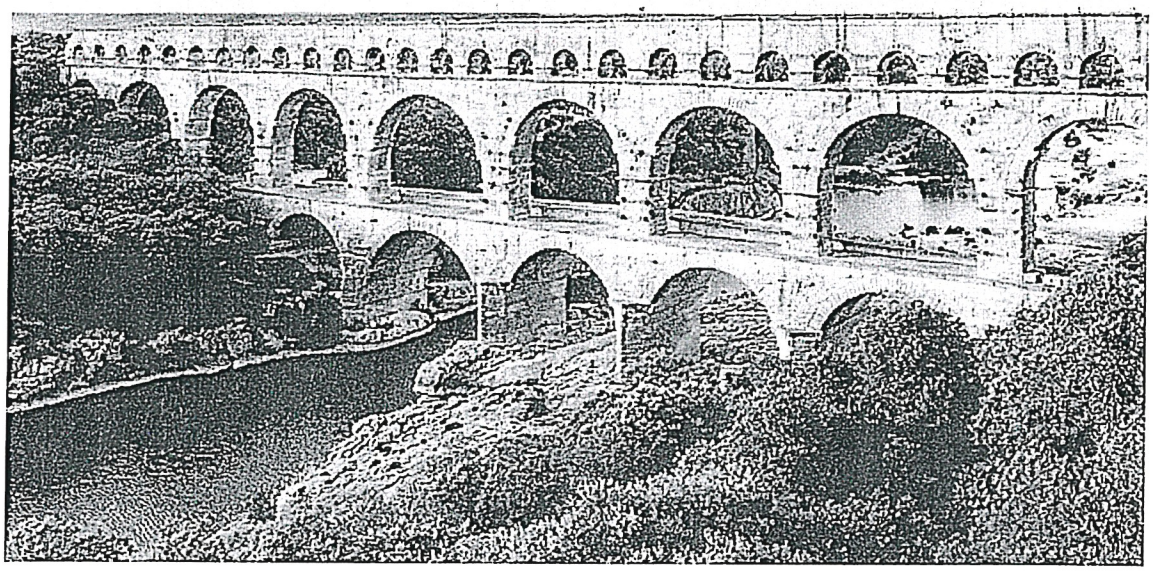
By Ancient History Encyclopedia, adapted by Newsela staff
08/14/2017

Day: 5

Aqueducts of the Ancient World

By Ancient History Encyclopaedia, adapted by Newsela staff
07/17/2017

Word Count **668**



Pont du Gard, in Vers-Pont-du-Gard, France, is the most famous part of a Roman aqueduct and was built during the first century A.D. Photo by: Benh Lieu Song

Aqueducts were an ancient technology used for water transport. They made a huge difference in the lives of ancient people. Without aqueducts, humans had to settle near water in order to drink and maintain their crops. With the help of aqueducts, the water could come to them instead.

Aqueducts took many forms. These included underground tunnels, surface channels and canals, covered clay pipes and enormous bridges.

The earliest aqueducts

The earliest aqueducts were made out of clay tiles. They were gently sloped, and used gravity to carry water over short distances. They usually followed the natural slopes and curves of the land.

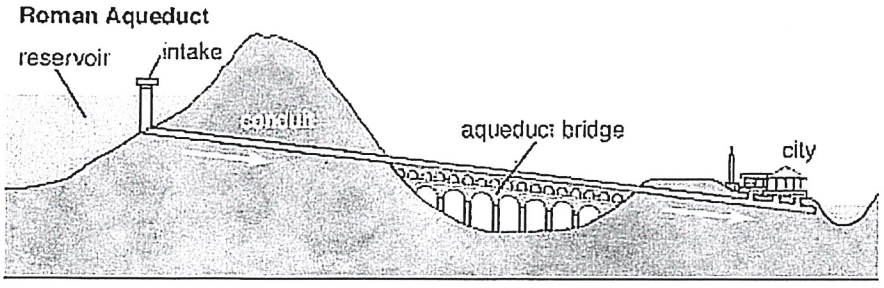
Aqueducts were used by civilizations in Crete and Mesopotamia about four thousand years ago. Crete is an island near Greece in the Mediterranean Sea. Mesopotamia was an area that covered what is now mostly Iraq. About five hundred years later, the aqueducts were also used by Mycenaeans. This was a civilization that spread through Greece and the East Mediterranean.

Impressive Roman aqueducts

It is the Romans, however, who are most well known as aqueduct builders. They built the world's greatest aqueducts.

Roman aqueducts supplied more than enough water for basic needs. In fact, there was even enough water to fill large public baths and decorative fountains.

Most aqueducts continued to run along the ground, following the slope of the land wherever possible. However, some were raised above the ground on stone pillars. Arches between the pillars made the aqueducts strong. An arch is a round formation of stones for supporting weight.



Huge aqueducts became a common sight across the Roman Empire. They gently sloped downward, using gravity to transport water across long distances. They were made with new materials, such as concrete and water-proof cement. Improved engineering allowed for large-scale and deep tunneling projects.

The Romans also mastered siphons. Siphons were devices that used water pressure to push water uphill. This made it easier for aqueducts to cross valleys. Siphons were made of clay or multiple lead pipes reinforced with stone blocks.

The Romans also had other advanced water systems. They could manage water pressure and regulate water flow, for example. They could also store water in reservoirs and filter out dirt.

Huge water network

The first aqueducts to serve Rome were the Aqua Appia, the Anio Vetus and the 56-mile-long Aqua Marcia. Soon, the Romans created connections between aqueducts. This led to a large water network.

As time went on, more aqueducts were built across Italy. Julius Caesar built the first Roman aqueduct outside of Italy, in Antioch. This was a city in what is now Turkey. Caesar was a general who became the single Roman leader. The leader after him, Augustus, built aqueducts at Carthage in Northern Africa and Ephesus in Turkey.

As Roman culture spread, so did their love of bathing and fountains. At the same time, the population was growing and cities were getting more crowded. More water was needed every day, and the number of aqueducts increased.

Soon, aqueducts started reaching new heights. The aqueduct of Segovia in Spain was more than 90 feet high. The Pont du Gard in southern France was 160 feet tall.

Both aqueducts still survive today. They are grand monuments to the skill and boldness of Roman engineers.

Enrichment Activity

Experiment with an aqueduct by building your own model of an aqueduct using ordinary items found around your home. Be sure to plan ahead before you begin constructing your aqueduct. First, determine if you wish to experiment with actual water or an alternative

method such as a Ping-Pong ball, marble, etc. If you decide to use water, you will want to test your aqueduct in an area where it is safe to use water such as a bathtub or large sink. Second, determine and gather the materials you will need to use. Suggested materials might include aluminum foil, wax paper, poster paper or card stock, string or rubber bands, Styrofoam cups, or alternative items of your choice. The model you create is **not** required to be submitted with the assignment; however, you may voluntarily submit photos of your aqueduct model.

Once your aqueduct model is finished, you will want to test the model. Determine if it can carry the weight of the water (or ball, marble, etc.), if the water (or ball, marble, etc.) can flow without stopping before reaching its destination and not flow to quickly making it uncontrollable. If changes are required for the model to work better, make those changes and then test again. *Making changes to improve a design model shows skill strength; even if, the changes do not always work.*

Show what you have learned

1. Did you make changes to your aqueduct model after testing the model? In 100 words or more, tell about testing your model, the changes you made to your aqueduct model, and why you made these changes. Discuss, if the changes made the model work better or worse.

2. One of the first aqueducts to serve Rome was the 56-mile-long Aqua Marcia. In European countries, long distances are more commonly measured in Kilometers rather than miles. If 1 mile equals 1.61 kilometers (1 mile = 1.61 km), then what was the length of the Aqua Marcia in kilometers?

3. What conclusions can you draw from this passage? Support your conclusions with evidence (citations) from the passages. In your opinion, what impact(s) has the Ancient Roman Aqueduct system had on modern cities of today?