

# 6th Grade

## May 25 - May 29



# Bear Care

by Stephen Fraser

**Lisa Stevens oversees two of the Smithsonian zoo's most popular residents: the giant pandas.**

No more than 2,000 giant pandas exist in the world. So Lisa Stevens has one of the most specialized and critical jobs in her field. She is the curator of pandas at the Smithsonian's National Zoological Park in Washington, D.C. The zoo is home to two giant pandas: Tian Tian, a 13-year-old male, and Mei Xiang, a 12-year-old female. *Current Science* spoke with Stevens about the challenges of keeping giant pandas and what has been learned at the zoo about the species.

**Current Science:** Did giant pandas fascinate you as a child?

**Lisa Stevens:** I was fascinated by animals in general, though mostly insects and reptiles. I grew up in Thailand and Japan in tropical environments.

**CS:** What was your major in college?

**Stevens:** I have a Bachelor of Science degree in *zoology* [the scientific study of animals] from Michigan State University.

**CS:** How did you get the job at the zoo?

**Stevens:** I was volunteering at the Smithsonian insect zoo and contemplating veterinary school or graduate studies in *entomology* [the scientific study of insects] when I heard about a panda keeper position at the zoo.

**CS:** Are giant pandas considered bears?

**Stevens:** Yes, giant pandas are bears. That was established in 1987 through DNA analysis.

**CS:** What features make giant pandas like, and unlike, other bears?

**Stevens:** Like other bears, giant pandas have the same body structure and are primarily solitary as adults. Unlike other bears, which are primarily *omnivorous* [eat plants and animals], pandas feed almost exclusively on bamboo.

Most bears consume high-energy foods that enable them to slow down and stay in their dens throughout the winter. But bamboo is a low-energy food, so pandas have to eat all year round. They can't hibernate.

Giant pandas are also unique in terms of the presence of a broadened skull and *molars* [teeth that have deep grooves and ridges for crushing or grinding food], as well as *pseudo-thumbs*. A pseudo-thumb is not a finger but a bony extension of one of the wrist bones. It assists the panda in grasping and manipulating bamboo stalks.

**CS:** Mei Xiang and Tian Tian have produced only one surviving cub. Why is it so difficult to breed



Jessie Cohen/National Zoo

*Lisa Stevens feeds one of her celebrity charges. Giant pandas will eat carrots, apples, sugarcane, and sweet potatoes in addition to bamboo.*

giant pandas in captivity?

**Stevens:** They are difficult to breed because females *ovulate* [release eggs] only once a year and are *fertile* [able to conceive] for just two days. Some mammals have more than one period of fertility in a year. Human females are fertile once a month.

**CS:** What has been discovered about giant pandas at your zoo?

**Stevens:** Giant pandas regularly experience *false pregnancies*. A false pregnancy is a state in which a female exhibits symptoms of pregnancy but is not pregnant. We looked at hormones in the urine, which showed that the female panda's body goes through the same hormonal changes whether she is pregnant or not. There is still not a test to tell whether a panda is truly pregnant. Scientists are still working on this.

We also learned how to monitor the health of newborn cubs by counting their vocalizations. Newborn pandas are noisy when they are healthy. We counted the number of squeals and grunts to monitor their activity. This is important because panda cubs are tucked under their mothers' large arms and are difficult to see.

**CS:** Are you allowed to interact with the pandas? If so, how do the pandas respond to you?

**Stevens:** Yes. I interact with them through protective barriers. They are comfortable with the keeper staff and me. They are primarily interested in us as food providers.

**CS:** Why are giant pandas rare in the wild?

**Stevens:** The giant panda evolved its specialized bamboo diet during a time when the bamboo forests were plentiful throughout China and Southeast Asia. That specialization has made the species vulnerable to habitat loss due to human activities.

**CS:** What is the National Zoo doing to help panda conservation?

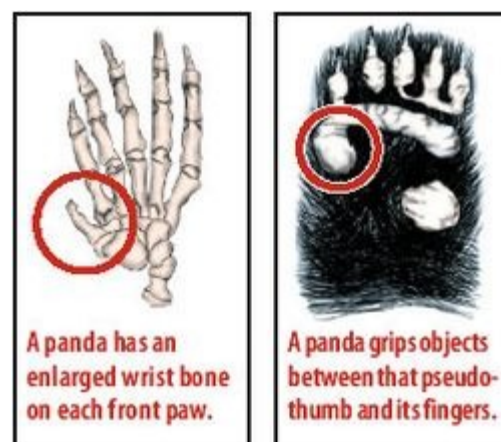
**Stevens:** We are working with our Chinese colleagues to establish wildlife management and research programs in the reserves in China so that there is effective conservation for giant pandas, their habitat, and all the other animals that depend on that forest. We also provide funds to help build roads and provide offices, laboratories, and housing so that park staff can live near and actually get into the reserves to study and monitor animals.

**CS:** What is the most difficult part of your job?

**Stevens:** When animals get sick or die.

**CS:** What is the most rewarding part of your job?

**Stevens:** It's rewarding to go home in the evening and know that your animals were given the best of care. It's rewarding to light a fire for conservation in a person's heart, whether it is a child or an adult.



KRT/Newscom

**CS:** What would you tell a young person who wants to pursue a career in zoos?

**Stevens:** Study the sciences, and get lots of hands-on experience-at riding stables, humane societies, vet clinics, and the like. Read, read, read, and watch animal-related programming. Volunteer in your spare time to help a conservation or animal-care group.



AP Images

*Above: Mei Xiang and her cub Tai Shan, who now lives in China. Left: Tai Shan eating bamboo*



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

1. What did Lisa Stevens study in college?

- A. paleontology
- B. entomology
- C. geology
- D. zoology

2. How does the author describe the job of curator of pandas at the Smithsonian zoo?

- A. as dangerous and difficult
- B. as common, but interesting
- C. as fun, but unimportant
- D. as specialized and critical

3. After reading the passage, you can conclude all of the following about Lisa Stevens EXCEPT

- A. she finds her job rewarding
- B. she would rather be a veterinarian
- C. she is comfortable being around animals
- D. she enjoys working with giant pandas

4. Read this sentence from the passage:

"I was volunteering at the Smithsonian insect zoo and contemplating veterinary school or graduate studies in entomology [the scientific study of insects] when I heard about a panda keeper position at the zoo."

Based on the text, the word **contemplating** means

- A. considering thoroughly
- B. giving little thought
- C. listening attentively
- D. studying diligently

5. The primary purpose of this passage is to describe
- A. why giant pandas have so much difficulty breeding in captivity
  - B. the reason giant pandas are so popular at the Smithsonian zoo
  - C. how giant pandas use their pseudo-thumbs to grasp bamboo stalks
  - D. Lisa Stevens's job as curator of pandas at the Smithsonian zoo
6. According to the article, how are giant pandas like other bears?
7. What might happen if more bamboo forests disappear? Give specific examples from the article that support your answer.
8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Giant pandas can't hibernate throughout winter \_\_\_\_\_ they have to eat all year long.

- A. although
- B. until
- C. before
- D. because

# Music Inside of Us

by Kyria Abrahams



When I was four years old, I wanted nothing more in life than to play the piano. My best friend Bethany had a piano, but she didn't play it very often. I could barely contain my jealousy. I felt something tingle inside me when I played it. The piano was important. It was meant to be. Bethany hardly played it at all. She would rather play hide-and-seek. It didn't seem fair.

One day my mother came to pick me up from Bethany's house.

"Watch this!" I told her. Then I ran to play a song I had learned that morning. It was a Russian ballad called "Song of the Volga Boatmen." It was a very easy arrangement of notes, and I learned it quickly. The lyrics went like this:

*Yo-oh.*

*Yo heave ho.*

*One more time.*

*Once again.*

I sang the song while I played it.

"Check it out, Mom!" I was so proud of what I'd learned. "I can play this song all by myself!"

"That's nice," she said. "But we can't afford a piano."

I cried a little, or maybe I even cried a lot. Then we went home. There was nothing I could do. There would be no piano on that day.

It wasn't that my mother didn't want to give me a piano. She just couldn't. In fact, we wouldn't have the money to buy a piano for almost 10 more years.

When I turned six, my mother bought me a recorder. The recorder is like a plastic clarinet. I learned to play "Three Blind Mice" and "Hot Cross Buns" but not "Song of the Volga Boatmen."

The problem was I didn't *love* the recorder. It was just something to play. The piano was special. When I played the recorder, I didn't feel anything special inside. I hated practicing. I was bored.

I asked my mother if we could have a piano.

"We still can't afford one," she said. "One day, I promise."

In the sixth grade, my mother traded in the recorder for a real clarinet. I liked the clarinet more, but it still wasn't a piano.

My brother asked if he could have a guitar. Instead, my mother bought him a flute. He didn't like the flute at *all*.

"It was on sale," she told him. "It's a nice flute! You should play the flute."

I never once saw my brother practice the flute. He left the flute lying around the house like he was trying to lose it. My mother would find it in the living room shoved under the couch.

"I just don't understand you!" my mother would exclaim. "A perfectly good flute!"

"But I wanted a guitar," he would say.

I taught myself a little bit of the flute as well as the clarinet. I thought it would make my mother feel better about spending money. But in my heart, I still longed for a piano.

Everyone said I had a very nice sound on the clarinet; that it was "smooth," and I never squeaked or squawked my high notes. I liked being good at something, and I loved playing music, but I wasn't happy. It wasn't the music that was inside of me.

One day, when I was in seventh grade, my mother clipped an ad out of the newspaper. This was back in the 1980s, before computers, so if people wanted to sell something, they had to put an ad in an actual newspaper.

We drove to a stranger's home in Providence, Rhode Island, where I grew up. The woman had a beautiful, dark wood piano from Russia. It's called an upright piano because it was tall. It had a slick, modern design. It was so shiny it looked like it was wet.

"We'll take it," my mother said. "It has a nice sound."

After that, I played the piano every single day. I played it before school. I played it after school. I even played if I stayed home sick. On the weekends, I played all day long until my parents had to ask me to stop.

When I left for school in the morning, I would leave sheet music open on the piano. Sheet music is like a book with notes and lyrics in it. It tells you how a song goes. So I would plan it out ahead of time, before I left.

When I got home from school, I wouldn't even take my backpack off. I'd walk straight to the piano and sit down and start playing the sheet music I had left open that morning.

I had finally found the music inside of me.

We all have music inside of us, even if it's just what we listen to. Surely, you have a favorite band or a favorite song. You want to sing along with it, or dance to it. You move to the beat of that favorite song.

Or, maybe, like my brother, you want to pick up a guitar and actually play that song. It's been 20 years since my brother asked for a guitar. Now he owns four of them.

Do you struggle with music? Have you been given an instrument to play, but you just can't play it? Maybe like my brother, you were given a flute when you really wanted a guitar.

If you find that you are struggling with your instrument, remember the story of my clarinet. I wasn't happy with the clarinet, because it wasn't the right instrument for me. Remember my brother and how much he hated the flute? He loves the guitar and plays every day. He also sings.

Maybe you think you're just no good or that you don't have any musical talent. Don't get discouraged. It's not true! We all have music inside of us. Now it's up to you to find the right way to set that music free.

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

1. What instrument does the author want to own?

- A. clarinet
- B. piano
- C. flute
- D. guitar

2. This passage describes the sequence of events that led to the author owning a piano.

Which instrument did the author receive first?

- A. recorder
- B. flute
- C. piano
- D. clarinet

3. The author's mother supported the musical development of her children. What information from the passage supports this conclusion?

- A. The author's mother could not afford to buy the author a piano when she was very young.
- B. The author's mother would find her son's flute lying around the house.
- C. The author's mother clipped an ad out of the newspaper when the author was in seventh grade.
- D. The author's mother bought her kids different instruments to play even if they were instruments her kids didn't love.

4. Based on the information in the passage, what can be concluded about the author's musical ability?

- A. The author is a good musician who can play multiple instruments.
- B. The author is only good at playing the recorder.
- C. The author is only good at playing the piano.
- D. The author is not a good musician.



5. What is the main idea of this passage?

- A. how every person can enjoy making music if they find the right instrument
- B. how to play the piano
- C. why every person should play the piano
- D. why the guitar is a better instrument than the flute

6. Read the following sentences from the passage: "Do you **struggle** with music? Have you been given an instrument to play, but you just can't play it?"

As used in the passage, what does the word "**struggle**" mean?

- A. physically fighting against something
- B. easily learning a new skill
- C. having difficulty mastering something
- D. facing an impossible task

7. Choose the answer that best completes the sentence below.

The author played different instruments when she was young, \_\_\_\_\_ it was the piano which she longed for.

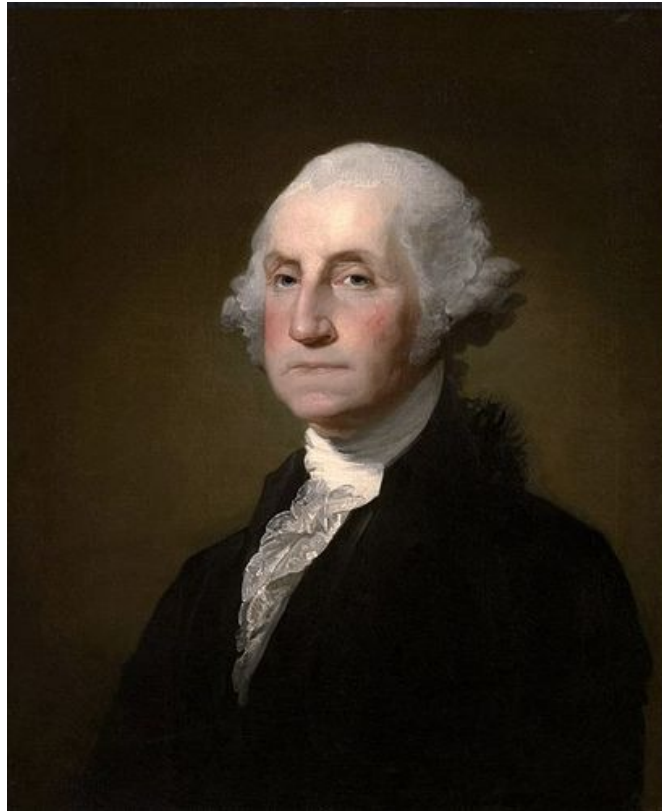
- A. finally
- B. but
- C. initially
- D. for instance

8. Why didn't the author's mother buy the author a piano when the author was very young?

9. Why did the author's brother not practice the flute his mother bought him?

10. Describe what the author means when she uses the phrase "the music inside of us." Use information from the passage to support your answer.

# The Making of a President



## Scientists and Artists Build Washington

Photography did not exist in George Washington's lifetime. So how do we know what he looked like? Recently, a team of experts led by scientist Jeffrey Schwartz used historical evidence, or clues, to build a statue of Washington at age 45. Here's how the team did it.

1. The team began by **scanning** a mold of Washington's face into a computer. A sculptor had made the mold of the 53-year-old Washington's face in 1785. Washington's dentures, or false teeth, showed the shape of his mouth.
2. Once the team had an idea of what Washington's face looked like at age 53, sculptors re-created the face to show what it would have looked like at age 45. The nose and ears continue to grow during adulthood, so those features were sculpted smaller.
3. Painters added color to the statue based on historical documents that depict Washington with pale skin and grayish blue eyes.
4. The statue was placed in an exhibit that shows Washington leading his troops during the long winter at Valley Forge, Pennsylvania, in 1777.

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

1. Which of the following tools was **not** necessary to complete the project?

- A. camera
- B. a 1785 mold of Washington's face
- C. computer
- D. historical documents

2. How are the paragraphs numbered 1-4 organized?

- A. in order of sequence
- B. in order of importance
- C. in alphabetical order
- D. in cause and effect order

3. Why did the author have to include the sentence, "photography did not exist in George Washington's lifetime?"

- A. to explain the technology problems of Washington's lifetime
- B. to show why historians do not know exactly what Washington looked like
- C. to convince the reader of the importance of photography
- D. to provide details about the historical time period 1777-1785

4. The definition of mold, as noted in the footnote, is a "mask made from the **imprint** of a person's face."

As used in the passage, **imprint** most nearly means

- A. imprint (*verb*): to fix into the mind of someone else
- B. imprint (*noun*): any marketing name used by a company
- C. imprint (*noun*): a figure impressed or printed on something
- D. imprint (*verb*): to produce a mark

5. What is the author's purpose in "The Making of a President?"

- A. to argue that artists should more constantly document important historical figures
- B. to explain how a team of sculptors, scientists, and historians recreated Washington's face
- C. to compare and contrast the art forms of photography and sculpture
- D. to explore the effects of limited technology in the 1700s

6. List the steps the team of experts used to build a statue of George Washington at age 45.

7. Explain why Washington's nose and ears were sculpted smaller on the sculpture of his face at age 45.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The team displayed patience and ingenuity in their project, and their hard work \_\_\_\_\_ paid off with an accurate statue of George Washington.

- A. however
- B. previously
- C. ultimately
- D. meanwhile

# Join the NoRedInk Daily Quick Write Challenge!

Keep your writing skills sharp with daily practice. Take the challenge to write for at least 15 minutes every day!

## How the challenge works

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1. Find a good spot to be your “writing spot.” Try to pick a place without distractions, where you’ll be able to keep your focus.
2. Choose your method for writing (e.g., computer, pencil and paper).
3. Set a timer for 15 minutes, or look at a clock to figure out your ending time.
4. Find the prompt of the day. Feel free to write about a different topic if you already have something in mind that you feel strongly about!
5. Start writing! Challenge yourself to keep writing until the timer goes off.

## Feeling stuck? Try these strategies!

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- Read the prompt again to see if it sparks any new ideas.
- Read through what you’ve written to see if it prompts any ideas. Look for thoughts to expand on or ideas you haven’t discussed yet.
- As you read what you’ve written, try asking yourself:
  - Why?
  - How?
  - So what?
  - Now what?
  - What does this look like, sound like, or feel like?

Use your answers to keep writing!

## Tips for keeping your streak

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- **Track your writing streak** to see your progress! (You can find a [tracking sheet](#) at the end of the list of prompts.)
- **Build a team.** Complete the challenge with a friend or family member. Encourage each other to stick with writing every day!
- **Stay consistent.** Try doing your challenge at the same time each day. This will help you build a habit of writing.
- **Share your writing.** Knowing that a real audience will see your work can be motivating! Your audience could be a friend, classmates, family members, or a teacher.



# Daily Quick Write Prompts

## Week 1 Prompts

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### Day 1: Soundtrack of Your Life

If you could create a soundtrack for your life, what songs would you include and why? Discuss at least two songs and explain why you picked them.

### Day 2: Flight or Invisibility?

Would you rather be able to fly or turn invisible? Why? What would you do with your power? What problems would having this power cause?

### Day 3: If... Then...

Write a story made up entirely of if-then sentences. Start your story with "If it rains today, then I'll wear my yellow jacket," and end with "If that song repeats one more time, then I'll start doing cartwheels." How do these two if-then scenarios tie together?

### Day 4: Agree or Disagree?

Do you agree or disagree with the following statement? *Imagination is more important than knowledge.* Explain your position.

### Day 5: An Explanation for Aliens

Imagine you're exploring space and you come across aliens who have never been to Earth. How would you describe money to them?

## Week 2 Prompts

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### Day 6: What Would You Make Free?

If you could make one thing (an item or a service) in the world free of charge to everyone, what would you choose and why? How would this change the world?

### Day 7: Jingle Challenge

Write a jingle to advertise your favorite dessert to the tune of "Twinkle, Twinkle Little Star." What is so special about this dessert? How can you describe it in a memorable, catchy way?

### Day 8: Changing Places

Pick a celebrity or famous figure you admire and imagine swapping places with this person for the day. What would you do? Write a story about your day.

### Day 9: Missing Character

Describe a new character you would add to your favorite book, television show, or movie. What does your character look like? What would the character's role be? How would your character get along with the existing characters?

### Day 10: Diary of a Shoe

Write a diary entry from the perspective of a well-worn shoe. Imagine it's been the most exciting day of your life. Describe what happened, what you noticed, and how you are feeling.



## Week 3 Prompts

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### Day 11: What's Behind the Door?

Write a suspenseful scene that starts like this: "The floorboards creaked as I crept down the hallway. My heart thumping, I reached for the door knob."

### Day 12: Nine Lines

Write a nine-line poem with nine words in the first line, eight words in the second line, and so forth, until the last line has only one word. Feel free to write about anything you'd like, but challenge yourself to stick to the structure! If you're not sure where to start, try thinking of that last word first.

### Day 13: Thank You Letter

Think of someone who has made an impact on your life but might not know it. Write a thank you letter explaining how this person has helped you.

### Day 14: The Fairy Tale Times

Write a short news article based on a scene from a fairy tale. First, present a headline, like "Party Guests Shocked as Carriage Turns Into Pumpkin" (from Cinderella). Then, report what happened, including quotes from eyewitnesses.

### Day 15: A Trip to the Future

Imagine you're going to time travel 100 years into the future. Describe what you expect to see and do on your trip. How do you predict life will be different?

## Week 4 Prompts

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### Day 16: A Snapshot from My Life

Find a photo that means something to you (on your phone, in a photo album, or online). Describe the scene in the photo, then tell the story behind it. Explain where and when the photo is from and why it's important to you.

### Day 17: A Superhero's Day Off

Imagine you're a superhero on your day off. You just want to have a relaxing day, but you get called to the rescue for a silly request. What happens next? Describe the scene.

### Day 18: Counting "Likes": Positive or Negative?

Should Instagram and other social media sites display exactly how many "likes" a post receives? Write a paragraph arguing whether counting "likes" has a more positive or negative impact on users.

### Day 19: Cartoon Clothes

Cartoon characters often wear the same outfit at all times (think SpongeBob SquarePants or Scrooge McDuck!), and their clothes give the audience clues about their personalities. If you were a cartoon character, what would you wear? Describe your outfit and explain what it would say about you.

### Day 20: Play-by-Play

Visualize yourself doing an everyday activity like washing dishes or brushing your teeth. Now, describe the scene the way a sports commentator would, making every action sound as dramatic as possible.

## Week 5 Prompts

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### Day 21: Bad Plans

Write the beginning of a fictional story that starts with this line: "This was the last time I would agree to one of Greg's plans." (Feel free to swap out "Greg" for a different name!)

### Day 22: Time Capsule

Imagine you've just dug up a time capsule that you buried five years ago. What would be inside? Describe at least three items from the time capsule and explain what each one meant to you five years ago. Would the items still be important to you now?

### Day 23: Robot Assistant

If you had a robot as a personal assistant, what tasks or activities would you want it to help you with? What tasks would you prefer to do without your robot's help? Explain your thinking.

### Day 24: Song Review

Write a review of a song you've heard recently. Explain what you like or dislike about the song, including details about both the music and the lyrics. Who would you recommend this song to?

### Day 25: Mind Your Phone Manners

Do you agree or disagree with the following statement? "If you're with your friends, you should avoid checking your phone." Write a paragraph to persuade others of your opinion.

## Week 6 Prompts

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### Day 26: I've Got a Deal for You

Choose an object in the room you're in. Now, imagine you're a salesperson trying to convince someone to buy it. Describe the object, making it sound as interesting, beautiful, or useful as possible.

### Day 27: Talker or Listener?

Would you rather be known for always saying the right thing, or for being a good listener? Explain why.

### Day 28: Is It or Isn't It?

Is a hotdog a sandwich, or not? Explain your position.

### Day 29: Rewind

Imagine you had the ability to rewind life for ten minutes at a time. How would you use this power? Would this ability be more dangerous or helpful for yourself and others? Explain your answer.

### Day 30: Doggy Mail

Pretend you're a dog, and write an email to another dog about everything you saw, smelled, heard, touched, and tasted during a recent trip to the park.

## Week 7 Prompts

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### Day 31: A Brand New Holiday

If you could invent a holiday to celebrate anything—such as a favorite food, one of your role models, or a historic event—what would you celebrate? How and why should others observe your invented holiday?

### Day 32: Act of Kindness

Write a paragraph about an act of kindness you participated in or experienced during the past month. Describe what happened, and explain how you felt after.

### Day 33: Based on a Book

Write a letter to convince a production company like Netflix or Disney to turn one of your favorite books or video games into a TV show. Why would this book or game make an enjoyable series? Who should play the main characters? Which part of the book or game would you be most excited to watch?

### Day 34: A Day in a Fictional World

Imagine being suddenly transported to a fictional world from a book, movie, or television show for one day. Tell the story of what happens to you over the course of the day. Include details about the places you visit and the people you meet.

### Day 35: How Embarrassing!

What's something that you used to like or do that you now find slightly embarrassing? Why do you think your feelings have changed?

## Week 8 Prompts

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### Day 36: Character Dance-Off

Imagine a dance-off between two of your favorite TV or cartoon characters. Write a paragraph describing the scene. Include details about the music, the dance moves, and who wins.

### Day 37: Fictional Review

Think about a fictional business (like the Leaky Cauldron inn from the world of Harry Potter or Willy Wonka's chocolate factory). Pretend you're a customer and write a Yelp review of the business. Describe what was good or bad about the employees, the location, and your experience.

### Day 38: What's Your Advice?

If you could give one piece of advice to a character from your favorite book or movie, what would you say and why?

### Day 39: Experiences or Possessions?

Would you rather receive an object (like an item of clothing or an electronic device) or an experience (like tickets to a concert or sports game) as a gift? Why?

### Day 40: Your Opposite

Invent a character who is the exact opposite of you. Imagine that you meet this character one day while reaching for the same item in the grocery store. Describe what happens in a way that reveals the differences between the two of you.

## Week 9 Prompts

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### Day 41: Hero or Villain?

If you were playing a lead role in a movie, would you rather play a hero or a villain? Write a paragraph explaining what you would do in this role and why you would be good at it.

### Day 42: How to Improve Your Mood

What's your favorite activity to do when you want to cheer yourself up? Briefly describe the activity and explain how it improves your mood.

### Day 43: Animal Description

Pick an animal and list the first three words that come to your mind when you think of it. Then, write a description that makes it clear which animal you picked *without* using its name or any of those three words.

### Day 44: Ten Years Older

Imagine waking up tomorrow morning and suddenly being ten years older. How would you feel about it? What two things would you do first?

### Day 45: My Rules

Imagine you could create two new rules that everyone in your home has to follow. These rules can be as serious or silly as you want. What changes would you make, and why?

## Week 10 Prompts

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### Day 46: A Pocket Story

Write a short story that starts with this line: "In my pocket, I had a candy wrapper, a ticket stub, and my uncle's credit card."

### Day 47: Amazing Nature

What is the most amazing thing you have seen in nature or outdoors? Describe the experience and use details to paint a picture of what you saw for your reader.

### Day 48: Star Player or Winning Team

Would you rather be the best player on a struggling sports team or the least skilled player on a great team? Explain your choice.

### Day 49: Wish Mishap

Imagine a genie granted you a magic wish, but events didn't turn out the way you expected them to. Tell the story of what you wished for and what went wrong.

### Day 50: Everyone Should Read This

Imagine you want to convince your English teacher to assign your favorite book for the whole class to read. Write a paragraph presenting your argument for why your classmates would like this book and what they could learn from it.



# Daily Quick Write Prompts

## Week 11 Prompts

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### **Day 51: All or None?**

Would you rather have to listen to music all the time, or never be able to listen to music at all? Why?

### **Day 52: Video Calls for Beginners**

Write a rhyme to teach an adult who's intimidated by technology how to make a video call. If you're not sure where to start, try having your lines rhyme with "call."

### **Day 53: New Teacher**

Imagine this: you walk into your classroom on the first day of school to discover that your favorite fictional character is your new teacher! Describe what happens during the day.

### **Day 54: Making a Museum**

If you created your own museum about one of your interests, what would you put in it? Write a paragraph describing the exhibits or items in your museum. Explain what you would want visitors to learn from their visit.

### **Day 55: Pleasant Surprise**

Write a paragraph that starts like this: "I've never been more pleasantly surprised than when...." Feel free to make your paragraph as light-hearted or serious as you'd like.

# Track your writing streak!

Check off each day that you complete the writing challenge.

Day 1 	Day 2 	Day 3 	Day 4 	Day 5 
Day 6 	Day 7 	Day 8 	Day 9 	Day 10 
Day 11 	Day 12 	Day 13 	Day 14 	Day 15 
Day 16 	Day 17 	Day 18 	Day 19 	Day 20 
Day 21 	Day 22 	Day 23 	Day 24 	Day 25 
Day 26 	Day 27 	Day 28 	Day 29 	Day 30 
Day 31 	Day 32 	Day 33 	Day 34 	Day 35 
Day 36 	Day 37 	Day 38 	Day 39 	Day 40 
Day 41 	Day 42 	Day 43 	Day 44 	Day 45 
Day 46 	Day 47 	Day 48 	Day 49 	Day 50 
Day 51 	Day 52 	Day 53 	Day 54 	Day 55 

 **BONUS:** Pick one of your favorite responses to share with a friend or family member!



Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

**Multiplication of Decimals – Round 2****Directions:** Evaluate each expression.

1.	$9 \times 1$	
2.	$0.9 \times 1$	
3.	$0.09 \times 1$	
4.	$0.009 \times 1$	
5.	$2 \times 2$	
6.	$2 \times 0.2$	
7.	$2 \times 0.02$	
8.	$2 \times 0.002$	
9.	$3 \times 2$	
10.	$0.3 \times 2$	
11.	$0.03 \times 2$	
12.	$0.7 \times 0.1$	
13.	$0.07 \times 0.1$	
14.	$0.7 \times 0.01$	
15.	$0.07 \times 0.01$	
16.	$0.2 \times 0.4$	
17.	$0.02 \times 0.4$	
18.	$0.2 \times 0.04$	
19.	$0.02 \times 0.04$	
20.	$0.1 \times 0.1$	
21.	$0.01 \times 0.1$	
22.	$0.1 \times 0.01$	

23.	$3 \times 4$	
24.	$3 \times 0.4$	
25.	$0.3 \times 4$	
26.	$0.3 \times 0.4$	
27.	$7 \times 7$	
28.	$7 \times 0.7$	
29.	$0.7 \times 7$	
30.	$0.7 \times 0.7$	
31.	$2 \times 8$	
32.	$2 \times 0.8$	
33.	$0.2 \times 0.8$	
34.	$0.6 \times 0.5$	
35.	$0.6 \times 0.05$	
36.	$0.6 \times 0.005$	
37.	$0.06 \times 0.005$	
38.	$0.9 \times 0.9$	
39.	$0.09 \times 0.9$	
40.	$0.009 \times 0.9$	
41.	$0.009 \times 0.09$	
42.	$1.1 \times 0.5$	
43.	$1.1 \times 0.05$	
44.	$1.1 \times 0.005$	

Number Correct: \_\_\_\_\_

**Multiplication of Decimals II—Round 1****Directions:** Determine the products of the decimals.

1.	$4.5 \times 3$	
2.	$7.2 \times 8$	
3.	$9.4 \times 6$	
4.	$10.2 \times 7$	
5.	$8.3 \times 4$	
6.	$5.8 \times 2$	
7.	$7.1 \times 9$	
8.	$5.9 \times 10$	
9.	$3.4 \times 3$	
10.	$3.2 \times 4$	
11.	$6 \times 2.8$	
12.	$9.7 \times 3$	
13.	$8 \times 10.2$	
14.	$4 \times 8.9$	
15.	$3.9 \times 7$	
16.	$6 \times 5.5$	
17.	$1.8 \times 8$	
18.	$9 \times 2.3$	

19.	$3.5 \times 4.1$	
20.	$9.3 \times 1.7$	
21.	$10.4 \times 7.6$	
22.	$2.7 \times 8.3$	
23.	$1.8 \times 7.8$	
24.	$7.5 \times 10.1$	
25.	$7.2 \times 6.3$	
26.	$1.9 \times 8.3$	
27.	$9.8 \times 5.1$	
28.	$18.2 \times 12$	
29.	$13.4 \times 22$	
30.	$92.3 \times 45$	
31.	$86.1 \times 16$	
32.	$29.7 \times 8.2$	
33.	$56.8 \times 9.5$	
34.	$110.3 \times 20.2$	
35.	$256.6 \times 54.9$	
36.	$312.8 \times 16.5$	

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

**Multiplication of Decimals II—Round 2****Directions:** Determine the products of the decimals.

1.	$3.7 \times 8$	
2.	$9.2 \times 10$	
3.	$2.1 \times 3$	
4.	$4.8 \times 9$	
5.	$3.3 \times 5$	
6.	$7.4 \times 4$	
7.	$8.1 \times 9$	
8.	$1.9 \times 2$	
9.	$5.6 \times 7$	
10.	$3.6 \times 8$	
11.	$4 \times 9.8$	
12.	$5 \times 8.7$	
13.	$1.4 \times 7$	
14.	$3 \times 10.2$	
15.	$2.8 \times 6$	
16.	$3.9 \times 9$	
17.	$8.2 \times 6$	
18.	$4.5 \times 9$	

19.	$4.6 \times 5.2$	
20.	$6.8 \times 1.9$	
21.	$7.8 \times 10.4$	
22.	$3.8 \times 3.9$	
23.	$9.3 \times 4.2$	
24.	$1.4 \times 9.5$	
25.	$9.4 \times 2.7$	
26.	$5.6 \times 4.2$	
27.	$8.6 \times 3.1$	
28.	$14.5 \times 19$	
29.	$33 \times 10.2$	
30.	$51 \times 32.4$	
31.	$45 \times 17.6$	
32.	$15.2 \times 6.7$	
33.	$39.5 \times 8.4$	
34.	$96.8 \times 31.7$	
35.	$189.1 \times 72.9$	
36.	$302.4 \times 13.1$	

5. Write an equivalent expression to demonstrate the relationship between addition and multiplication.

a.  $6 + 6 + 6 + 6 + 4 + 4 + 4$

b.  $d + d + d + w + w + w + w + w$

c.  $a + a + b + b + b + c + c + c + c$

**Problem Set**

Write an equivalent expression to show the relationship of multiplication and addition.

1.  $10 + 10 + 10$

2.  $4 + 4 + 4 + 4 + 4 + 4 + 4$

3.  $8 \times 2$

4.  $3 \times 9$

5.  $6m$

6.  $d + d + d + d + d$

## Exercise 2

Answer each question using what you have learned about the relationship of division and subtraction.

- a. If  $12 \div x = 3$ , how many times would  $x$  have to be subtracted from 12 in order for the answer to be zero? What is the value of  $x$ ?
- b.  $36 - f - f - f - f = 0$ . Write a division sentence for this repeated subtraction sentence. What is the value of  $f$ ?
- c. If  $24 \div b = 12$ , which number is being subtracted 12 times in order for the answer to be zero?





# So Many Plants!

What do you think of when you hear the word “plant”? Thick forests, scrubby bushes, lush tropical plants, grass-covered plains? Maybe you think of flower gardens, weeds growing by the road or a desert cactus. And don’t forget all the plants growing underwater in oceans, riverbeds and lake bottoms. You can even see plants poking up between cracks in the sidewalk! In fact, on Earth, there are more plant species than animal species. That’s because plants are at the bottom of the food chain. Animals that eat plants make up the next link in the chain. Higher up on the food chain are carnivores (meat eaters) and omnivores, which eat plants or animals. So without plants, animals would not survive for very long. They are an essential part of life on Earth.

The population of plants is very diverse. That means that there are millions of different varieties of plants. Why do you think there is so much diversity in the plant population? Well, think about it—unlike animals, plants cannot get up and move to a different place in order to survive. So every plant has had to adapt to survive in the environment where they grow. All plants have unique variations to help them survive in their

unique environments.

Despite their diversity, all plants share three important features. First, they don’t rely on other organisms for their food. Instead plants produce their own food in a chemical process called photosynthesis. Second, plants usually don’t move from one place to another.

They are anchored to the ground by a root system. And third, most plants are green. Scientists classify plants by their structures. There are two main categories of plants: vascular and non-vascular. Vascular plants grow tall and have roots, stems and leaves. Non-vascular plants have none of these features and grow directly on rocks or tree trunks.

Another important feature of plants is that, like most living things, they reproduce, or create new plants. There are several ways that plants do this. In this issue of Science Studies Weekly—Endeavor, we’ll look at the features of vascular and non-vascular plants, plant processes that help Earth and different means of plant reproduction.

Whether it’s a majestic oak tree or a tiny blade of grass, plants are a fascinating—and essential—part of our planet!



## Connections

## Students Grow a White House Garden



“You need to eat your veggies!” is a common phrase often heard around dinner tables (perhaps you’ve heard it at dinner). Vegetables may not be your favorite foods, but they really are healthy for you. Just ask the president!

Since 2009, First Lady Michelle Obama has worked to convince more people to eat their vegetables. The White House has started a garden that is planted and maintained by students from local schools, and they work with the president’s own chefs to grow the best vegetables in town. This garden is only one way that Michelle Obama has taught kids

about healthy eating.

Studies have shown that only 13 percent of America’s children are eating the right amount of fruits and vegetables, and 25 percent are overweight. Sadly, those numbers are getting worse.

The White House has teamed up with an organization called “Share Our Strength” to teach students about food. You can sign up for this program’s “Operation Frontline” to be trained in how to grow your own food, as well as how to cook it! Today, nearly 70 percent of people who join the program report feeling better due to the healthier diet.





# Plants—From Water to Land

Hundreds of millions of years ago, Earth's earliest plants lived in the water. About 380 million years ago, the first forests appeared on the land. How did aquatic plants have to adapt to live on the land? To get an idea, let's look at today's simplest plants.

## Nonvascular Plants

Think about plants in the ocean, like kelp. They are supported by water, so they do not need strong stems. They get all the water, carbon dioxide and minerals they need from ocean water. They reproduce by releasing egg cells and sperm cells into the water, where the cells can meet and fertilize. So when the earliest plants moved from the ocean to the land, they made simple adaptations. The earliest plants on the land were nonvascular plants. The Earth still has nonvascular plants. They do not have roots, stems or leaves, and they reproduce using spores—very much like ocean plants.

Some examples of nonvascular plants are mosses, liverworts and hornworts. These plants are small, so they do not need stems to support them. They do not have vessels inside them for transporting water and nutrients, so they live in moist areas where almost every cell is able to touch a damp surface. They do not have leaves with a protective coating, because they do not need them to keep moisture in. Every part of a nonvascular plant's surface can absorb water and minerals. They do not have roots; instead, they use short fibers to cling to the forest floor, moist rocks and tree trunks. To reproduce, nonvascular plants release spores. The conditions around mosses are so damp that the sperm cells are able to move through the moisture to find the egg cells and fertilize them, almost like ocean plants.

## Vascular Plants

If you were asked to draw a picture of a plant, you would probably draw a vascular plant—one with roots, stems and leaves. Vascular plants have all three of these structures. Each is necessary for the plant to live, and each performs a different function.

Let's look closely at each of these structures of vascular plants.

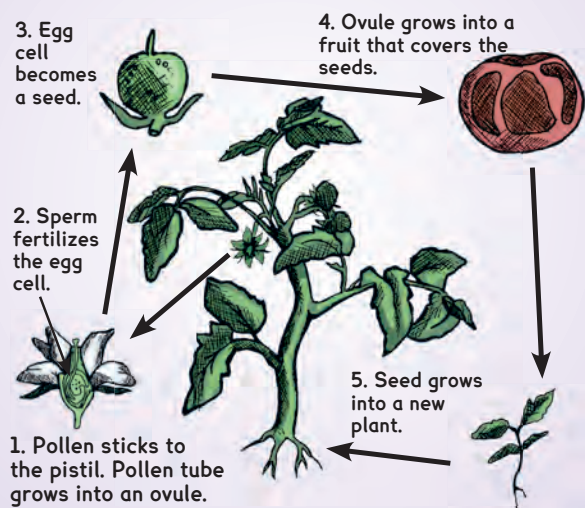


## How Plants Reproduce

There are two forms of reproduction in plants: asexual and sexual. With asexual reproduction, plants can reproduce from their roots, stems or leaves. There is only one parent plant, and the resulting plant is identical to its parent. Plants that form bulbs, like tulips, daffodils and onions, are examples of asexual reproduction. Plants that grow "runner stems," like ivy and strawberry plants, are also examples of asexual reproduction.

Sexual reproduction involves two parent plants and can happen with spores or with seeds. Spores are released into the air by mosses, and if they land in a moist spot, they sprout new plants. Some of these

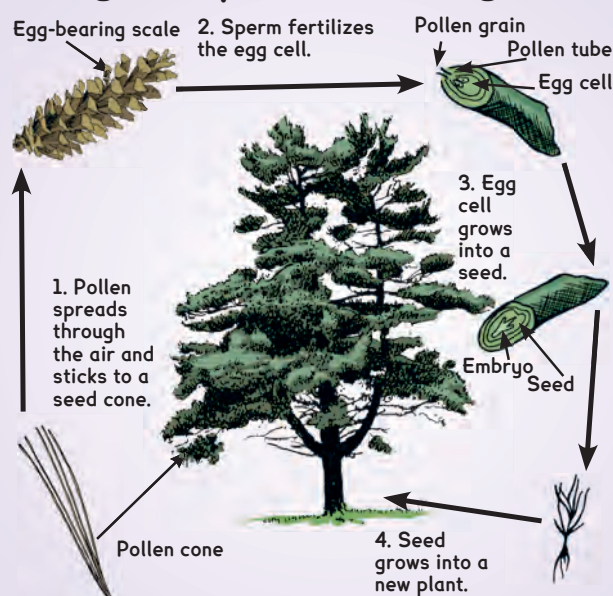
### Angiosperm's Life Cycle



new plants will produce sperm, and some will produce eggs. If the sperm are able to travel through the moisture and fertilize the eggs of a female plant, then fertilization occurs, and a new spore-producing plant begins to grow.

There are two main types of seed plants. Gymnosperms are trees and plants that produce seeds on cones, and

### Gymnosperm's Life Cycle



CONTINUED ON PAGE 4



# Roots

In most cases only about half of a plant is visible above the ground. The other half of the plant's structure is in the underground root system. These roots have two important functions. First, all water and minerals that plants need to survive and grow enter through the roots. If the roots are not in contact with soil, the plant will not be able to survive. Second, roots keep the plant anchored to the soil. Without a solid root system, a plant could be washed away by water or blown away by wind.

# Stems

You can see a vascular plant's stems above the ground. The stems perform three very important functions for a plant. First, like the framing of a house, stems keep the plant upright and provide support for its leaves and flowers. Second, the stems store food for the plant. But the most important function of the stems is to transport food for the plant.

Stems are composed of xylem and phloem. Xylem is made of long, thin vessels that are shaped like tubes. They transport water and minerals from the roots, through the stems, and to the leaves of the plant. Xylem is dead tissue—what we call wood. Phloem is made of the same type of tube-shaped vessels, but it is living tissue. Phloem moves food from the leaves to other parts of the plant, but not water.

# Leaves

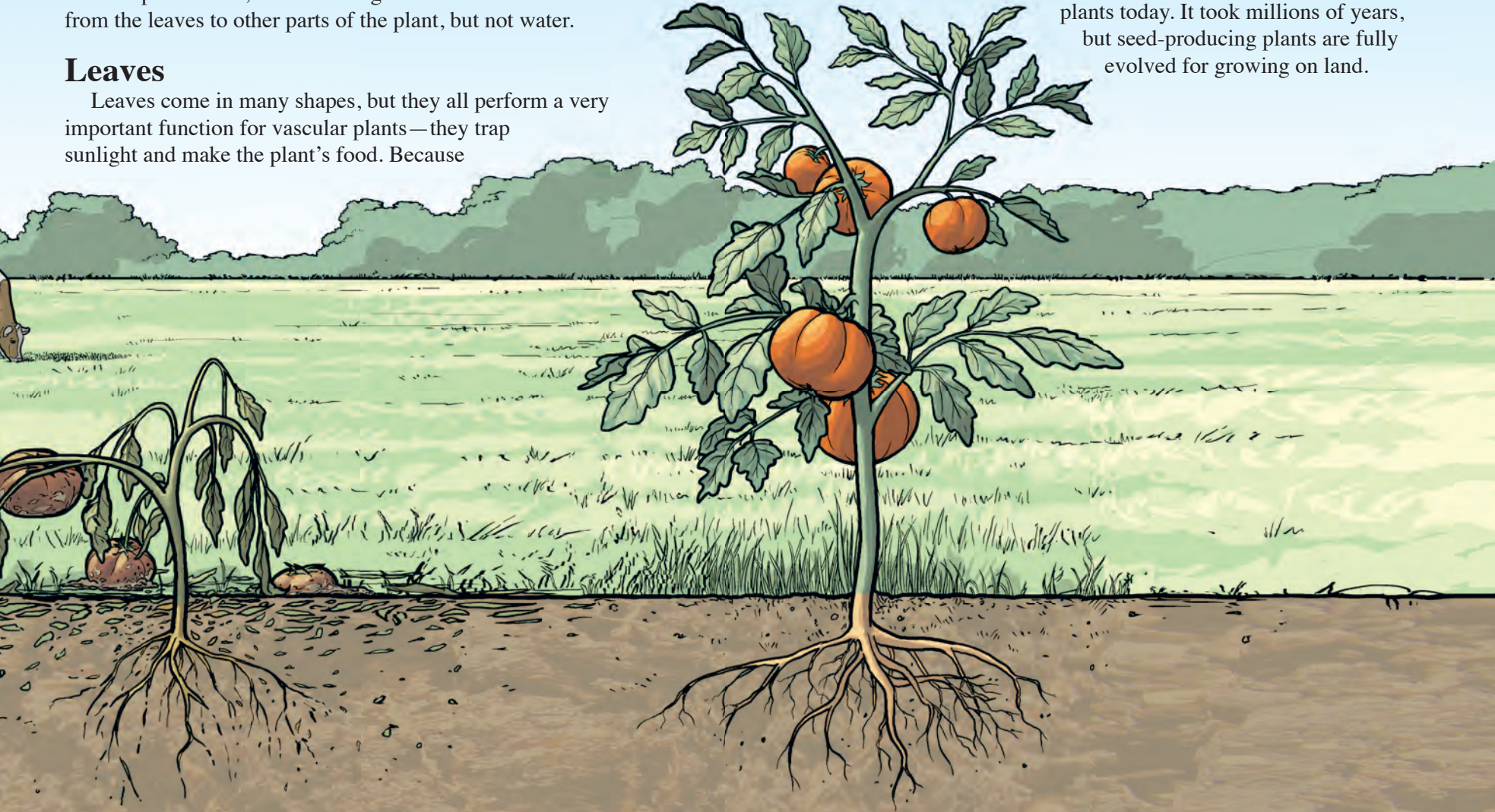
Leaves come in many shapes, but they all perform a very important function for vascular plants—they trap sunlight and make the plant's food. Because

they are so important, leaves are protected by an epidermis, which is like our skin. Inside the epidermis, there is a spongy layer where the plant actually converts sunlight into food. Xylem and phloem are also present in the leaves to transport water to the leaves and transport the newly made food back to the stems. The leaves also have tiny openings called stoma, where carbon dioxide, water and oxygen pass in and out of the plant.

As you can see, the leaves are very important to a plant. Without leaves, it cannot make food. So leaves have ways of protecting themselves. Some are spiky or thorny, to keep animals from eating them. Some leaves have a waxy coating over the epidermis to keep the leaf from drying out. These are all ways of protecting the plants from nature and from other organisms.

The earliest vascular plants to evolve were ferns, which first appeared about 400 million years ago. Some ancient ferns grew to be taller than a six-story building! Ferns have all the features of vascular plants, but they reproduce with spores, as nonvascular plants do. That is why ferns thrive in damp, wet areas.

Millions of years after ferns emerged, vascular plants with seeds began to grow on land. These plants reproduce by producing seeds, and they make up the majority of plants today. It took millions of years, but seed-producing plants are fully evolved for growing on land.



## Is a tomato a fruit?

### *This Week's Question*

The answer is yes! Many plants produce a fruit, which is really a soft, fleshy ovary that develops around a seed or seeds. Of course apples, cherries and lemons are fruits. But so are many of the plant foods that we usually think of as vegetables. Tomatoes and cucumbers are really fruits, because they have an ovary that has grown around the seeds. Can you think of other vegetables that are really fruits? Well, think of the ones with seeds in the middle. If you said peppers, eggplant, squash, avocados or zucchini, you are right—they are all fruits too. So next time you look at vegetables at the market, try to pick out which ones are really fruits in disguise!

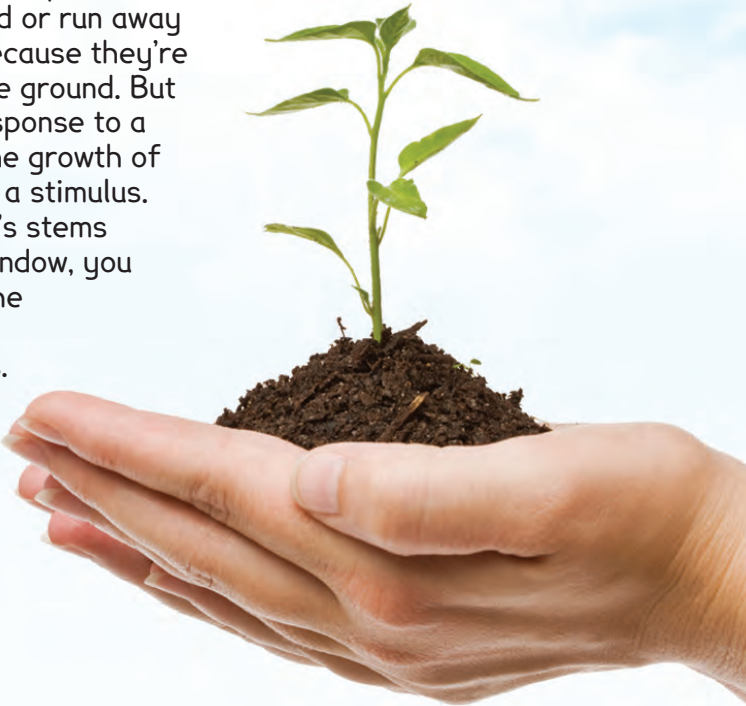


## Plant Processes

### *Everyday Science*

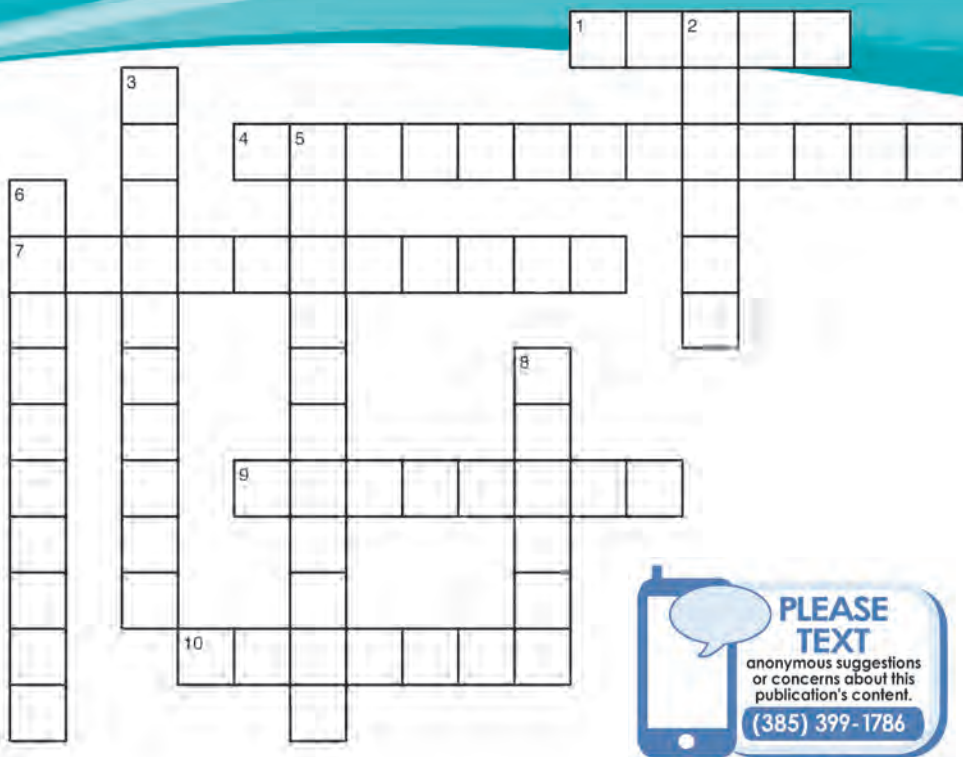
Plants are pretty amazing! You know that through photosynthesis they convert water and carbon dioxide into sugars (food) and oxygen. Well, the plant doesn't need the oxygen, so it releases it into the air. This release of oxygen is called respiration. Plants also give off water vapor into the air around them in a process called transpiration. Plants are a major source of oxygen and water vapor in our air. Without them, animals would be in big trouble!

And did you know that plants move? No, they don't jump around or run away from bigger plants, because they're stuck to the soil on the ground. But plants can move in response to a stimulus. Tropism is the growth of a plant in response to a stimulus. When you see a plant's stems growing toward the window, you are seeing tropism. The plant is responding to the sunlight's stimulus. Can you think of any other stimuli that plants might respond to?





Name \_\_\_\_\_



ACROSS

- 1. the woody part of a plant; tube-like vessels that transport water and minerals
- 4. the release of water vapor into the air by plants
- 7. plants that grow on rocks or tree trunks and do not have roots, stems or leaves
- 9. plants that have roots, stems and leaves
- 10. growth of plants in response to a stimulus

DOWN

- 2. part of the plant that traps sunlight and makes the plant's food
- 3. a plant that makes seeds on cones
- 5. the release of oxygen into the air by plants
- 6. a plant that produces seeds on flowers
- 8. green, living tissue with tube-like vessels that transport food through the plant

Make a Terrarium

Mini-Lab

A terrarium is a miniature landscape inside a closed container. It should be made of clear glass or plastic to allow light to enter. Inside the container, plants grow in soil. Once you add moisture, you can put a lid on top, and your terrarium will recycle its water. In this activity, you have a challenge: to create a terrarium that contains an example of all three types of plants! Remember what they are? In case you need a reminder, the three types of plants are (1) nonvascular, (2) vascular without seeds and (3) seed plants. Follow the directions below to build your terrarium.

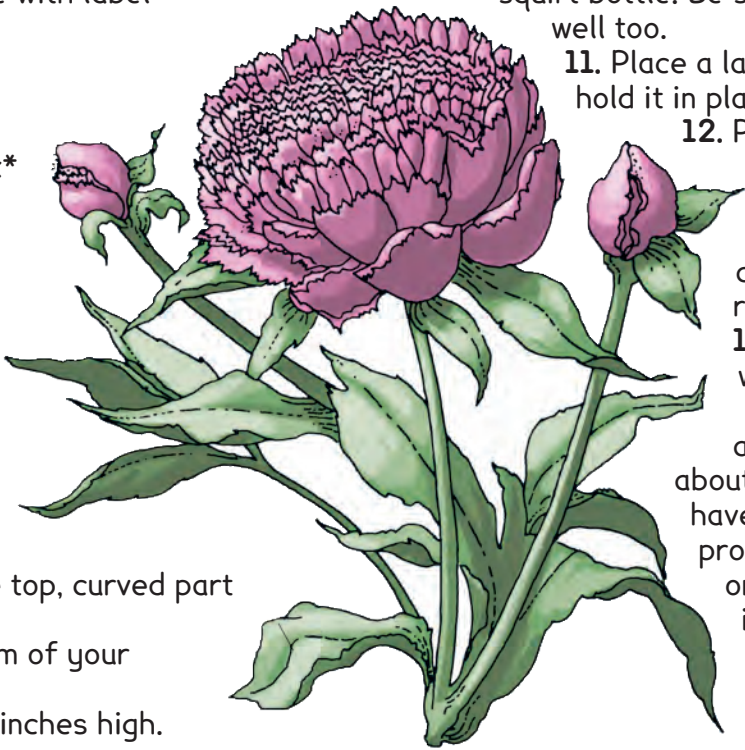
Materials:

- clear plastic 2-liter soda bottle with label removed
- potting soil
- handful of small pebbles or gravel
- 1 or 2 stones or pieces of bark\*
- 1 nonvascular plant (moss)\*
- 1 small vascular plant with spores (fern)\*
- 1 small seed plant (or seeds)\*
- clear plastic wrap
- water
- clean squirt bottle
- large rubber band or string

Directions:

- 1. Be sure your bottle is clean.
- 2. Use scissors to carefully cut the top, curved part of your bottle away.
- 3. Place some pebbles in the bottom of your bottle.
- 4. Pour in potting soil to about 3-4 inches high.

- 5. Make an indentation in the soil so that one part of the soil is lower than the other.
  - 6. Place the stones or bark in the low part of the terrarium. Lay them over each other to form a sloping surface.
  - 7. Squirt the rocks with water to moisten them; then place your moss gently over the soil and let it touch the base of the rock as well.
  - 8. Plant your fern near the moss, in the low area, where there will be plenty of moisture.
  - 9. Plant your seed plant (or seeds) in the area of higher soil.
  - 10. Spray the inside of your terrarium thoroughly with the squirt bottle. Be sure to coat the insides of your bottle well too.
  - 11. Place a layer of plastic wrap over the top, then hold it in place with a rubber band or string.
  - 12. Place your terrarium in a place where there is light, but that is not too intense. Be sure your seed plant gets the most light and your fern and moss, in the lower part of the soil, remain in the shade.
  - 13. Observe your terrarium for several weeks, or longer!
- \*You can look for moss, stones and bark outdoors. But be careful about collecting these items. Be sure you have permission to be on someone else's property. And if you are in a public park or trail, be sure you are allowed to take items. Be aware that they also may contain insects or insect eggs. That is not necessarily a bad thing, but you should know that it can happen.



Let's Investigate

When you buy a packet of flower seeds at the store, they are very dry. You know that plants need water to grow. But you wonder, could the dry seed sprout without water? Is there ever too much water for a seed to germinate? Design an experiment to determine how much water is necessary for a seed to germinate. Describe how you would set up your experiment. What would your hypothesis be? What about your independent and dependent variables? Be sure to include your constants and a control.

How Plants Reproduce CONTINUED FROM PAGE 2

angiosperms produce seeds on flowers. Each seed contains an embryo plant and food for the plant until it can produce its own. Seeds also have a seed coating, which provides protection until the plant finds itself in the right conditions to sprout. The seed coating also protects the new plant at its base, until it is strong enough to support itself. Before a seed can begin to form, a pollen grain must be transported from the male to the female plant. Plants rely on birds, bats, wind, bees and passing animals to move the pollen. Some flowers are brightly colored, and some have strong scents to attract birds and insects, which travel from plant to plant, spreading pollen. Other plants, like grasses, are tall and thin, easily able to sway in the breeze, so the wind can carry pollen to other plants. Once pollination has occurred, the seed begins to form, and when it is mature, it falls or is carried to the ground. Not every seed sprouts, but for those that find favorable conditions, a new plant begins to grow.





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## Paradise Kingdoms or Great Advertising?

When was the last time you thought about visiting a magical kingdom on vacation? Do such places really exist outside of theme parks? If you believe the travel brochures for a small, landlocked kingdom nestled between China and India, or those about a group of islands in the Arabian and Laccadive seas, then, yes, they do exist!

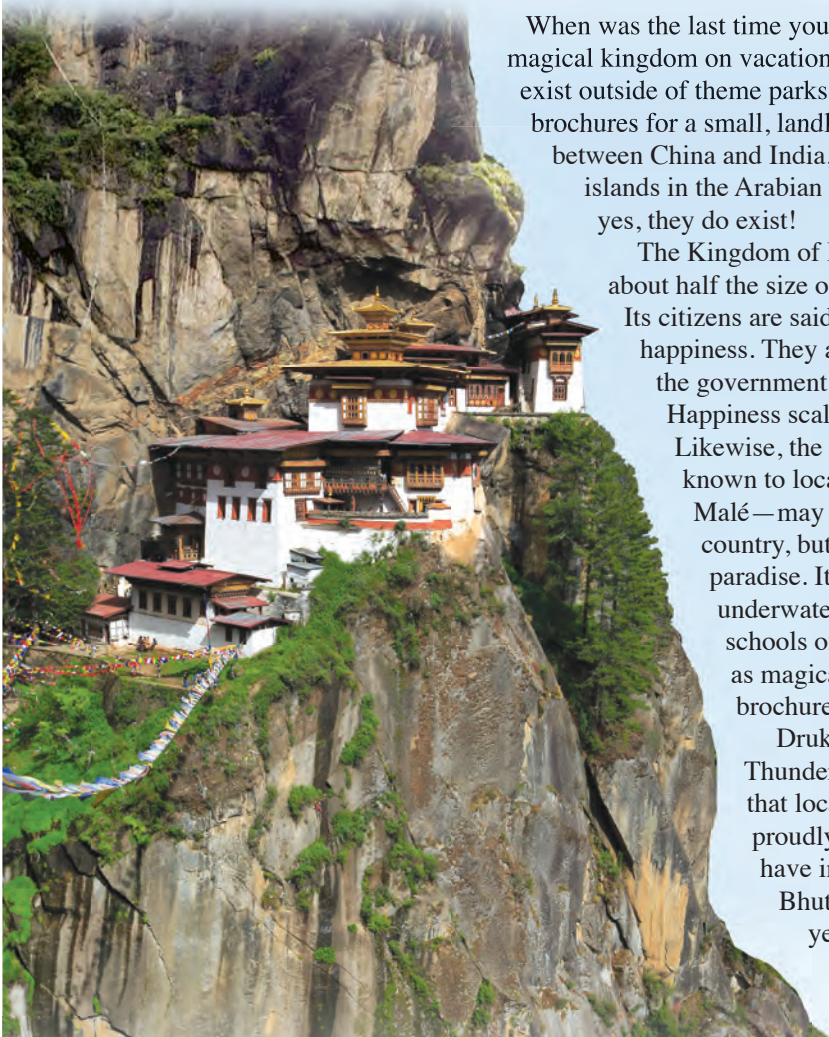
The Kingdom of Bhutan is a small country, about half the size of the state of Indiana. Its citizens are said to be bursting with happiness. They are reportedly so happy that the government uses the Gross National Happiness scale as a way to measure it!

Likewise, the Republic of Maldives—known to locals as the Island Kingdom Malé—may be the smallest Asian country, but it boasts of an island paradise. It is for those who appreciate underwater gardens of coral and schools of tropical fish. Are they both as magical as they advertise in their brochures?

Druk Yul means Land of the Thunder Dragon. It is the name that local Bhutanese citizens proudly give their country. They have inhabited the Kingdom of Bhutan for more than 4,000 years. Government officials work hard to maintain the traditions and cultures

of the land—especially since modern conveniences such as cable television, air travel and the Internet have come to the largely agricultural countryside. Residents boast of Bhutan's Himalayan Mountain peaks that soar as high as 23,000 feet in the northern part of the country. They also exhibit foothills, low hills at the base of a mountain or mountain range, 4,500 feet high in the south. Can you believe residents experience all four seasons of the year, plus one more of monsoons for good measure? That's right! A monsoon season is one of heavy winds, and in Southern Asia, they typically blow from December to early March! Is it just a coincidence, or could it be that the monsoons have anything to do with the name—Land of the Thunder Dragon?

The Maldives Islands are a group of 1,190 islands and atolls that stretch from the Southern tip of India all the way to the equator. An atoll is a warm water island or reef of coral that started out centuries earlier as an oceanic volcano. Archaeologists have unearthed evidence that people lived on some of them at least 3,500 years ago. Warm water and beautiful landscapes above and below sea level surround the islands and reefs. Are you surprised to learn that tourism is the largest industry in the islands? It is indeed a paradise for those who can afford to visit, although occasionally Mother Nature reminds us of her power. An undersea earthquake in the Indian Ocean in December 2004 created a tsunami, a series of catastrophic waves that killed 100 people, displaced at least 12,000 residents and cost \$300 million in damages. Fortunately, workers developed new resorts and rebuilt old ones, which helped restore the economy. Would you visit the Maldives or Bhutan? What about other countries in Southern Asia? Look inside to learn more about them!



Taktsang Monastery  
in Bhutan



One of the many Maldivian Islands

### Connections

## Fighting Extremism with Education

Extremism or radicalism means pushing an idea as far as it can go. Extremists are people who do this, and they often do not accept or tolerate other people's ideas. They have hurt others and even killed because they didn't agree with their beliefs.

Many brave individuals all over the world have dedicated their lives to fighting extremism by promoting education. Malala Yousafzai is one of these brave individuals. She believes that through education, people can learn to understand and accept one another.

Malala Yousafzai is a young Muslim woman. She was born and raised in Pakistan. In 2009, when Malala was 12 years old, the area of Pakistan she lived in was taken over by the Taliban. The Taliban

are a religious extremist group who want to force their radical views onto other people. They believe that women should not receive an education, and Malala disagreed. When the Taliban came into her city and forbade girls from being able to attend school, she spoke up and campaigned for girls' education. This put her in a lot of danger, but she did not let that stop her from speaking up for what she knew was right. At the age of 14, Malala was shot by a member of the Taliban and almost died.

On October 10, 2014, Malala was made a co-recipient of the Nobel Peace Prize for her dedication to education rights. More recently, in 2017, the United Nations named her the youngest ever official Messenger of Peace.







The Taj Mahal in India



Mt Everest on the international border between China and Nepal

# Southern Asia

We began our study of Southern Asia in the cover story this week. Although Bhutan and the Maldives are two of the happier parts of the region, there is plenty of tension and heartache in many other areas. In addition to Bhutan and the Maldives, we count seven other countries in Southern Asia—Afghanistan, Bangladesh, India, Iran, Nepal, Pakistan and Sri Lanka. The United Nation’s Division of Statistics has grouped them by geographical proximity, but many of them also have connecting cultural or political histories. And, perhaps most important to Southern Asia’s modern inhabitants, all countries fear living in a relatively unstable, potentially deadly part of the world. Let’s take a snapshot of what life might be like in each of these countries.

## Islamic Republic of Afghanistan

The last decades have been war-torn and difficult for Afghanistan. The Afghan people fought back a Soviet invasion in the ‘80s, then endured civil war in the ‘90s. In 2001, the U.S. and its allies invaded and removed the government for hiding terrorists. After that, a democratic government was put in place in Afghanistan. Elections have occurred, but there is still work to be done to make the government stable. The group that used to rule, called the Taliban, still fights the new government. Progress is being made to improve life in Afghanistan, but many challenges remain.

The country is landlocked, mountainous and rugged in many areas.



## People’s Republic of Bangladesh

What if you are a 12-year-old living in Bangladesh? You may live close to the Bay of Bengal or further inland, closer to the Indian border. You and your family most likely farm in rice fields but do not own your land. You have to move when the land is flooded during the monsoon season. Your older brother may work in an oil field abroad, in Kuwait or Saudi Arabia. You may attend up to eight years of school and can expect to live about 60 years if you do not get typhoid fever.



## Republic of India

If you are a child in India, you were born in a country with over 1 billion people. You may go to school if your family is educated and employed, or you may be born into poverty and forced into labor. As a child, you might be forced to work in a brick kiln, a rice mill or an embroidery factory. You might be a house servant or just spend your time begging. If you are a girl, there is only a 50-50 chance that you can read and write. Women may also serve in non-combatant military positions. Eighty percent of your neighbors are Hindu, as you most likely are, and speak the national Hindi language.



## Islamic Republic of Iran

Imagine you are living in Iran. You are most likely Muslim and your family has settled in an urban area. You might live in the capital of Tehran or in a city on the Persian Gulf. You celebrate your national day of independence on April 1 (1979), and your family may work in the oil industry. You father and mother would like to start their own business, but the government controls almost all business activity. You all work hard to stay healthy, since there is a risk of hepatitis and other food-borne or waterborne diseases. If you are a boy, you will be conscripted, or required to serve in the military for 18 months when you are 18 years old. Girls are exempt.



## Nuclear Neighbors

We live in a world where owning nuclear weapons causes fear in the hearts of some, while it gives security to the minds of others. We keep track of those nuclear weapons and either condemn or support the countries that possess them. Who do we trust to have nuclear weapons? Why? Do any of us really need them? Five countries with nuclear weapons—the United States, United Kingdom, France, Russia and China, have signed the Nuclear Non-Proliferation Treaty (NPT). These participating countries have promised to limit the further spread of nuclear weapons.

Three other countries, all in Asia, have openly tested nuclear weapons and likely own more. However, they have not signed the NPT. North Korea, under the leadership of Kim Jong-il, originally

agreed to the treaty, but quickly violated the treaty’s promise. North Korea then changed its mind about signing the treaty. India and Pakistan have both developed and tested weapons. They did so in direct and open competition with each other, because of long-standing territorial disagreements. India is not a member of the NPT. Fortunately, as one of the top five military powers in the world, India has taken a responsible stance and agreed openly that it will not be the first to use a warhead. This has boosted confidence around the world. Pakistan has turned its attention to its western border. This is where the war to remove Islamic militants from power has spilled over from Afghanistan.

Recent agreements with Iran and other world powers aim to reduce Iran’s nuclear supplies.

## Citizenship

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Recent agreements with Iran and other world powers aim to reduce Iran’s nuclear supplies.

## Republic of Maldives

If you live in Maldives, you live on an island. Nineteen of the coral atolls have administrative departments or local governments. Perhaps you live in the capital city of Male or on one of the smaller, less populated resorts. Your parents might work in city government or in the country’s largest industry of tourism. If they are fishermen, then perhaps you go out on the boats with them and plan to fish when you are grown too. Military service for your country is voluntary.



## Federal Democratic Republic of Nepal

If you are a Nepalese child, you might enjoy mild winters and subtropical summers if you live in the South and severe winters if you live in the North. Perhaps you dream of climbing Mount Everest, which is 29,035 feet high. Or you may prefer to explore something a tad closer to sea level. Either way, chances are that your family is involved in agriculture. Three-fourths of the Nepalese work force produces rice, jute, sugar and oilseed. Where would you like to live? In the mountains? Somewhere in the city?

## Islamic Republic of Pakistan

What about Pakistan? Your heritage most likely includes the Indus Valley

## Democratic Socialist Republic of Sri Lanka

What if you are living in Sri Lanka? Do you enjoy the island atmosphere of the Indian Ocean but get tired of the monsoons each year? Maybe it’s the ocean or mountain air that gives you one of the higher life expectancies in the region. Sri Lankans, or Sinhalese, can expect to live up to 75 years. That’s more than 30 years longer than someone living in Afghanistan. However, you are still at high risk of getting hepatitis or typhoid fever in Sri Lanka. Chances are that you are Buddhist, rather than Muslim. Up to 90 percent of your people can read and write.



## Benazir Bhutto (1953-2007)

We have reached a time in world history where a woman elected as head of state is not common, but not unheard of either. Margaret Thatcher was prime minister of the United Kingdom from 1979-1990. Pratibha Patil was elected as the first female president of India in 2007. Mary Patricia McAleese not only served as president of Ireland from 1997-2011, but she was also the first woman elected to succeed another woman president! What then, if anything, was extraordinary about the election of Benazir Bhutto as prime minister of Pakistan? It was extraordinary because Pakistan is a country where an estimated 95 percent of the population is Muslim. The prime minister was determined to reform many of the laws that were unfair to Muslim women.

Born on June 21, 1953, Benazir Bhutto was the daughter of another Pakistani prime minister, Zulfikar Ali Bhutto. He was removed from office and executed in 1979 after a military takeover. Like her father, Benazir Bhutto was determined to take political leadership in the Pakistan People’s Party (PPP). In 1988, she was elected prime minister after a campaign about reform. Unfortunately, her government crumbled in 1990 after citizens charged her with corruption. In 1993, she was elected again, but her second term lasted only a short time longer than her first. In 1996, citizens again charged Bhutto with more corruption, and she spent the next 10 years living out of the country. She waited for another opportunity to return as a candidate for election. When Pakistani citizens finally dropped charges against her, Bhutto returned to Pakistan for yet another election. She knew, however, that her life was in danger this time. In spite of tight security, she was assassinated on Dec. 27, 2007. She was ahead in the election at the time. After her death, Benazir Bhutto was posthumously named winner of the United Nations Prize in the Field of Human Rights.

PHOTO COURTESY OF KEHAN79AL





Name \_\_\_\_\_

ACROSS

- 1. island of coral
- 3. female president of India
- 8. national language of India
- 9. Land of the Thunder Dragon

DOWN

- 2. fever common in some parts of Asia
- 4. capital city is Dhaka
- 5. president of Ireland from 1997-2011
- 6. last name of two Pakistani prime ministers
- 7. a happy kingdom



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

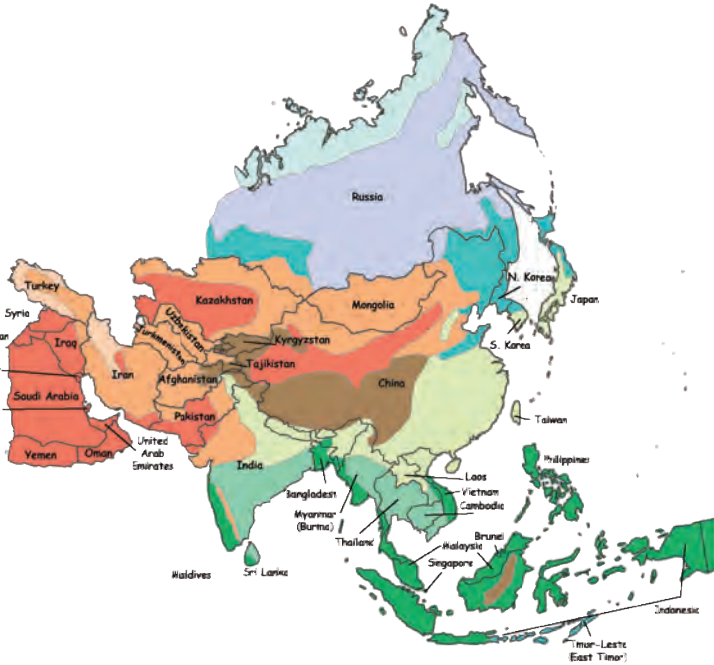
Southern Asia Political Map and the Climate Zones of Asia

Mapping & Charting

Fill in the blank map of Southern Asia with political information regarding borders, capitals, bodies of water, etc. You'll need to use a classroom world map or the Internet to help you. Design a color scheme for your map. It is easier to read when countries are separated not only by dark lines representing borders, but also by using different colored backgrounds. Remember to check spelling and capitalize proper nouns.



Now look at the map of Asia with climate information below. The climates of Asia are wide and varied, even within the same countries! There are mountains with frigid conditions that last almost year-round. There are also sub-tropical regions where people pay to scuba dive and vacation under the palm trees.



Answer the following questions using the climate map of Asia as a resource.

- 1. What title would you give this map?  
\_\_\_\_\_
- 2. Why do most climate maps use the color green for tropical, humid or wet zones?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3. Which countries have highland zones?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. How many zones are there in India? What are they?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. What is the climate like in the majority of Russia?  
\_\_\_\_\_

# Global Studies Weekly

## Teacher Supplement

Name: \_\_\_\_\_  
Global Studies Weekly (6th Grade)

Date: \_\_\_\_\_  
3rd Quarter, Week 17–Southern Asia

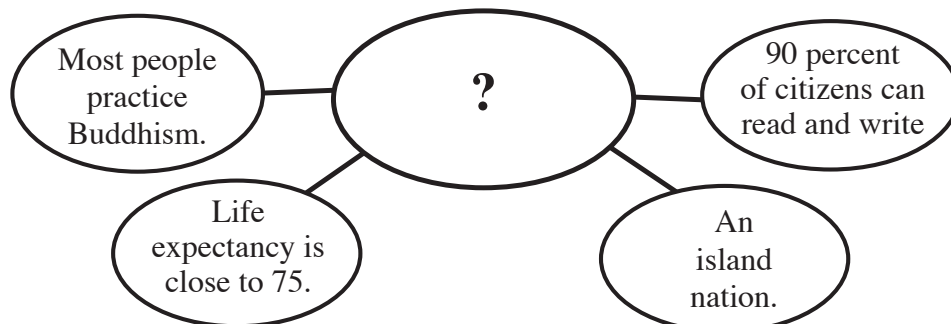
Read each question and the answer choices. Fill in the circle(s) that goes with the correct answer.

- 1 Which of the following is not a quality advertised by the “paradise kingdoms” to get tourists to visit?
- Ⓐ archaeological dig sites
  - Ⓑ coral reefs and tropical seas
  - Ⓒ enormous mountains and foothills
  - Ⓓ great deals of happiness
- 2 Read the following section of the text:

**After her death, Benazir Bhutto was posthumously named winner of the United Nations Prize in the Field of Human Rights.**

Which part of the sentence gives us a clue about the meaning of the term, posthumously?

- Ⓕ winner, prize
  - Ⓖ after her death
  - Ⓗ human rights
  - Ⓙ United Nations
- 3 What is one way India is different from Iran, according to the article?
- Ⓐ Most people in India are Islamic; Iranians are mainly Christian.
  - Ⓑ Most people in India are wealthy; Iranians are mainly poverty-stricken.
  - Ⓒ Most people in India are Buddhists; Iranians are mainly Hindu.
  - Ⓓ Most people in India are Hindu; Iranians are mainly Muslim.
- 4 Which Southern Asian country is described in the web below?

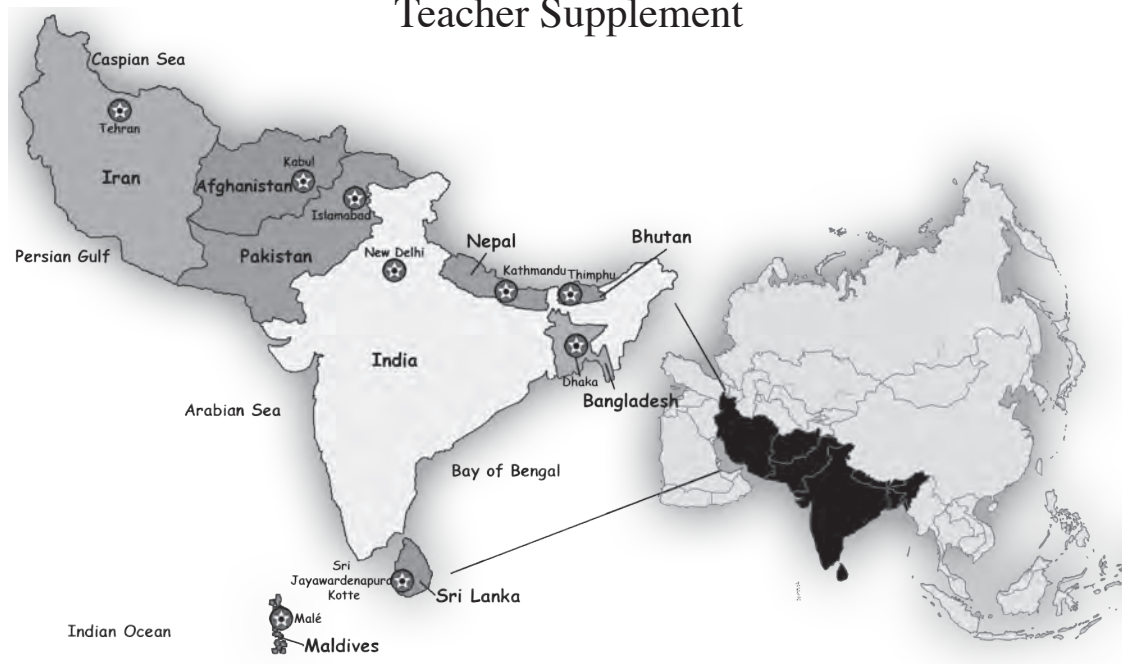


- Ⓕ Sri Lanka
- Ⓖ Bhutan
- Ⓗ Afghanistan
- Ⓙ Nepal



## Global Studies Weekly

### Teacher Supplement



- 5 What body of water borders Bangladesh on the south?
- Ⓐ the Arabian Sea
  - Ⓑ the Bay of Bengal
  - Ⓒ the Laccadive Sea
  - Ⓓ the Atlantic Ocean
- 6 Where is Mount Everest, the world's highest mountain peak, found?
- Ⓕ Sri Lanka
  - Ⓖ Bhutan
  - Ⓗ Afghanistan
  - Ⓙ Nepal
- 7 What is the effect of signing the Nuclear Non-Proliferation Treaty?
- Ⓐ a country promises to create nuclear power plants
  - Ⓑ a country disposes of all nuclear warheads
  - Ⓒ a country promises to limit the spread of more nuclear weapons
  - Ⓓ a country guarantees it will not fire back if fired upon by nuclear weapons
- 8 Which of the following is not a danger of living in Southeast Asian countries?
- Ⓕ a large number of fatalities from traffic accidents on highways and freeways
  - Ⓖ life-threatening diseases from contaminated water sources
  - Ⓗ natural disasters like earthquakes and tsunamis
  - Ⓙ severe weather patterns such as the wind and rain from monsoons

# Global Studies Weekly

## Teacher Supplement

For the following questions use this week's Studies Weekly magazine because you must cite the source of your answer.

9. Explain some of the challenges of living in Afghanistan today. Cite evidence from the text to support your answer.

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10. Compare and contrast the presence of nuclear weapons in India and Pakistan. Be sure to use text-based details in your response.

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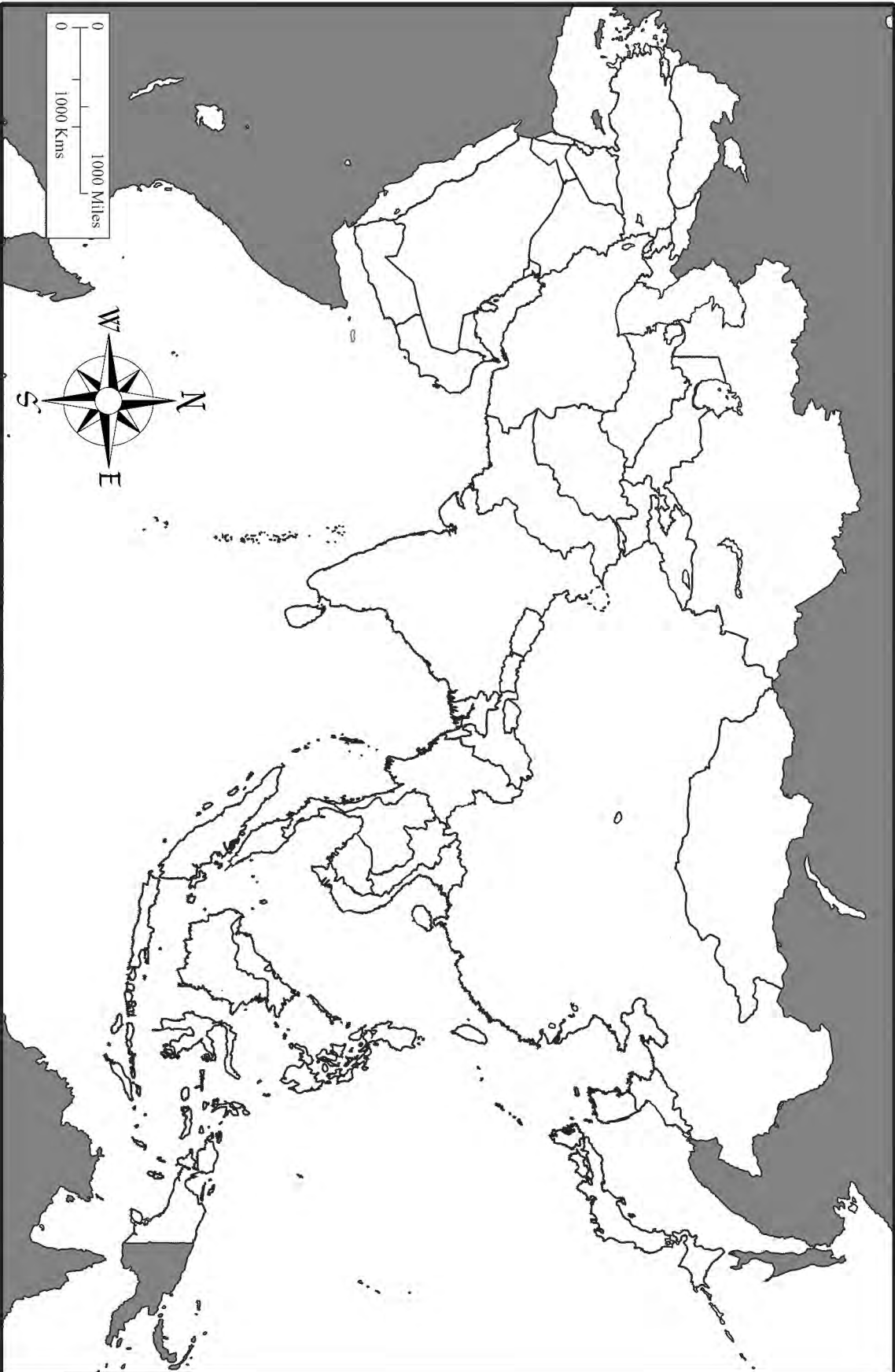
# Global Studies Weekly

## Teacher Supplement

### Outline Map of Asia

Outline maps are available on many websites. [http://www.eduplace.com/ss/maps/pdf/cn\\_asia\\_pol\\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/cn_asia_pol_nl.pdf) and <http://geography.about.com/library/blank/blxasia.htm> are two examples.

Note to teachers: This map can be used for activities in the student edition or teacher materials for Weeks 15-19.



Wayne-Westland Community Schools  
Elementary Art  
Distance Learning Lessons

Week of 5/25/20

## ART APPRECIATION



*Art is Everywhere. Let's Look for some!*

### DIRECTIONS:

**ONLINE OPTION:** Take a VIRTUAL TOUR of the online art gallery linked below. Maybe write down the title and description of some of your favorite pieces, and explain what you like about them.

**GALLERY:** <https://www.youtube.com/watch?v=cLftKHybvV8>

**OFFLINE OPTION:** You don't need to go to a museum to find art - take a tour of your home to see how much art you can find. Are there any paintings, prints, photographs, sculptures or figurines where you live? Everyday objects around the home, and perhaps even your toys and clothes, also have designs or images that were created by artists. Maybe make a list or take photos of the art you find in your home, and discuss with family members why you consider some things to be art, and not others.

These online or home tours could be taken by a single student, but 2 or more students in the same household, even if they are in different grades, may explore together.

#### **ART APPRECIATION RESOURCES:**

##### **YouTube Videos:**

[The Artist Song! | Nursery Rhymes & Kids Songs with Sweet Tweets](#)

[What is Art?](#)

[How to Look at an Artwork](#)

[Why Kids Love Art](#)

[15. At an art museum – Enjoying the art pieces \(English Dialogue\)](#)

[What I Love About Art | Sesame Street Full Episode](#)

##### **Books:**

[The Museum Book Read Aloud For Kids!](#)

<https://www.storyjumper.com/book/read/20949888/A-WALK-IN-THE-ART-GALLERY#page/22>

##### **Games:**

[Art History Puzzle Set | Interactive Puzzle Game for Kids | Puzzles with famous artworks](#)

## [Mona Lisa Puzzle | Online Arts Game](#)

We would love to hear about your tour discoveries and thoughts! You can share with your art teacher by posting to your Dojo story or by email.

Ms. Huhn [huhnb@wwcsd.net](mailto:huhnb@wwcsd.net)

Ms. Kurtz [kurtzd@wwcsd.net](mailto:kurtzd@wwcsd.net)

Mrs. Windley [WindleyA@wwcsd.net](mailto:WindleyA@wwcsd.net)

Mr. Millett [milletts@wwcsd.net](mailto:milletts@wwcsd.net)

Ms. Peck [peckme@wwcsd.net](mailto:peckme@wwcsd.net)

Mrs. Smith [smitha@wwcsd.net](mailto:smitha@wwcsd.net)

Mr. Wilburn [wilburnp@wwcsd.net](mailto:wilburnp@wwcsd.net)

## Wayne-Westland Physical Education Elementary Distance Learning Lessons

# Week of May 25th

## Move It Monday

Let's have some fitness fun using a couple of paper plates! Watch the video below!

[Paper Plate Tabata](#)

## Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Family Fun Cardio](#)

## Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood.

Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

## Team Spirit Thursday

Put on your favorite school t-shirt and do some push ups!!!

[Push Up Demonstration](#)

[Push Up Cadence](#)

## Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Hip Hop Routine](#)

**Topic: Play a developmentally appropriate role in classroom management and positive school climate.**

Kindergarten Make a list of staff members at school that your child interacts with. Discuss and write down what each member can help you with.

1st Repeat K lesson.

2nd Repeat K lesson.

3rd Create a skit showing how to follow any rule that we have in school (how to walk in the hallway, how to act in the lunchroom, how we behave in special, etc.)

4th Repeat 3rd grade lesson.

5th Ask students "Who is in charge of your decisions?" Discuss the importance of following rules and have them write a paragraph or two about their thoughts on it.

All grades: Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary

Charades



## 5th - 6th Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK** along with 10 minutes of [TypingClub](#)  
Typing Club - Log in with your school email - if you forgot it please ask a parent and  
make a new account or use the free option, it just won't save your progress.

These can be completed in any order - Just try to complete one box a week!

We Miss you!

- Play Digital Compass
- This game will teach you about being a good digital citizen.

### [Digital Compass](#)

- Code for 20 minutes
- Pick an activity from the Hour of Code
- You do not need to sign in but you can if you want to use your school email.

### [Hour of Code](#)

- Type an E-mail using your school email to your teacher telling them how you are doing.

- Open a new Google Doc
- Type your first and last name 10 times
- Each time use a different **color**, **FONT**, and **size**.
- You DO NOT need to upload this to google classroom

- Create your own Comic
- Read/Show your comic to someone in your household
- [Pixton](#)
  - Click For Students
  - Click On MY Own
  - Click "Try for Free" or "Sign Up" using your school email

- Log into your **MEDIA** Google Classroom
- Complete My Quarantine Time Capsule

### **3D Learning: Tinker for 20 min / Complete the 7 Starters at your own pace**

- If this is your first time using [Tinkercad.com](https://tinkercad.com) , scroll down to watch the “See How It Works” video.
- Click the blue box “**Start Tinkering**”
- Sign in (or create a free personal account, if this is your first time)
- Click “**Learn**” at the top
- Go to the “**Starters**” There are 7 direct starters that explain and help you learn important 3D functions. Try to complete all 7 Starters at your own pace.
- Once you complete the starters, you are ready to begin the **Lessons**
- Have fun tinkering!

[Tinkercad.com](https://tinkercad.com)

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### **Other activities you may choose to do can include the following:**

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph