The Indus Valley Civilization was an early example of city-dwelling life

The Indus Valley Civilization built some of the first cities. It is also called the Harappan Civilization. The civilization began more than 5,000 years ago. The Harappan Civilization was in South Asia. Today, the countries of Pakistan and India are in this part of the world.

The Harappans had a written language, but people today cannot understand it. Experts have learned about Harappans from the ruins of two large cities: Harappa and Mohenjo-daro. The Harappan cities did not have palaces or temples, and there is no evidence that they were ruled by kings and queens. Harappans may have chosen rulers in elections.

Cities On A Grid With A Mound

The cities were located about 644 kilometers, or 400 miles, apart. That’s slightly greater than the distance between Los Angeles and San Francisco. The two cities were similar in design. Each city was built along a grid, comparable to modern cities like Chicago. One section of every city held public buildings in a citadel mound complex. Cities also had a lower town where housing was located. The two cities were similar in design. There were two main sections in each city. The upper part of the city had public buildings. Houses were in the lower section.

Harappan cities had systems for sending water and getting rid of waste. Most houses had bathrooms. Toilets and baths were connected to sewers. These allowed waste to be taken away. Many houses had water wells. Houses were made out of brick. Some only had one room, while others were much larger. Grains like wheat, barley and rice were staples of the Harappan diet. The Harappans also grew and ate a variety of vegetables and fruits. Cattle, chickens and other animals, including some wild animals, provided meat.

Skilled, Artful People

They also used metal to make plates and other objects. One of the most important discoveries from Mohenjo-daro is a bronze sculpture of a dancing girl. This shows that Harappans danced. Dancing may have been art or just a way to have fun.

Many seals have been found in the cities. Seals are like stamps. They are symbols that show where something came from.

The seals were carved from stone. Merchants stamped a package with a seal before sending it. People would know that the merchant really had sent the package. Indus Valley seals have been found outside of the area where Harappans lived. This shows that they traded with other civilizations.

Explorers continue to learn more about the Harappan Civilization. Artifacts are displayed in museums, such as the National Museum in New Delhi, India, and others.

Directions: On your own paper, respond to the questions below.

1. What are aspects of Harappan culture mentioned in the article above? Think back to your culture unit.
2. Choose one other culture you learned about in your social studies class this year. How is the Harappan culture similar to or different from that culture?
6th - 8th Music
Activities

Please use the menu of options below to engage in music exploration.

Read the four quotes and reflect on their meaning.

- In what ways do you agree or disagree with the quotes below?
- How does music continue to connect us to each other during this time of social distancing?
- How does music connect you to people across cultures or ages?

Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.

Create a Music Soundtrack:

- Choose your 4 favorite songs
- Write a letter to your younger OR older self about why these are your favorite songs right now and what they mean to you.
- Draw a picture to serve as your ‘cover art’ for your soundtrack.

Ask someone in your household: What’s your favorite song and why? Listen to it together.
6th Grade Math Resources

1) **Target Number Game**
Have someone select any number for you. *(for example: 20)*
- If you have playing cards, each play should draw four cards. If you do not have cards, have someone assign you four numbers to you between 1 and 10.
- Give yourself two minutes to make as many number sentences to equal the target number with the cards you were dealt.
- You can only use each card once in each solution.
- You can add, subtract, multiply, divide, or even use one of your cards as an exponent.
- *For example:* you were dealt a 4, 3, 7, and 9 – you might try: \((9 \times 3) – 7 = 20\)
- You get 1 point for every correct solution you made to equal the target number.
- You get 2 points for any solutions that used all four cards!

2) **Order of Operations** *(Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))*
Using the digits 1 to 5, at most one time each, place a digit in each box to create an expression with the largest possible value.

3) **Scale** *(Source: [https://brilliant.org/](https://brilliant.org/))*
What weight will the fourth scale display?
4) **Gold Chest** (Source: [https://brilliant.org/](https://brilliant.org/))

Exactly one of these chests contains gold, but only one of the four statements is true. Which chest must contain the gold?

![Chests with statements]

- The gold is in here.
- The gold is in chest A or D.
- The gold is not in here.
- The gold is in here.

5) **Which One Doesn't Belong?** (Source: [wodb.ca](http://wodb.ca))

Choose a shape in this picture that you don’t think belongs with the rest. Explain why. Can you pick another shape and give a different reason?

![Shapes]

6) **Paint Mixture** (Source: [https://openupresources.org/math-curriculum/](https://openupresources.org/math-curriculum/))

In a lilac paint mixture, 40% of the mixture is white paint, 20% is blue, and the rest is red. There are 4 cups of blue paint used in a batch of lilac paint. *If you get stuck, consider using a tape diagram.*

A. How many cups of white paint are used?

B. How many cups of red paint are used?

C. How many cups of lilac paint will this batch yield?
7) **Multiply** (Source: [https://openupresources.org/math-curriculum/](https://openupresources.org/math-curriculum/))
Find each product without a calculator.

A. \((21.2) \cdot (0.02)\)

B. \((2.05) \cdot (0.004)\)

8) **Even and Odd** (Source: [https://brilliant.org/](https://brilliant.org/))
Can an even number, divided by another even number, times another even number ever equal an odd number? What are your thoughts?

\[
\text{Even} \div \text{Even} \times \text{Even} = \text{Odd}
\]

9) **Visual Pattern** (Source: [visualpatterns.org](https://visualpatterns.org))
Below is a pattern of pineapples in stages 1-3 below.

A. Draw what you think stage 4 might look like.

B. Draw or describe what you think stage 10 might look like.

C. Label how many pineapples are in each stage.

D. Try to write an equation to describe the relationship between the stage number \(n\) and the number of pineapples \(P\).
10) **Fundraiser** (Source: [https://openupresources.org/math-curriculum/](https://openupresources.org/math-curriculum/))

Write as many mathematical expressions or equations as you can about the image. Include a fraction, a decimal number, or a percentage in each.

![Fundraiser Image]

11) **Would You Rather** (Source: [https://www.wouldyourathermath.com/](https://www.wouldyourathermath.com/))

Would you rather buy one 8-lb container of ice cream for $24.56, or two 3-lb 11-oz containers of ice cream for $23.60?

Whichever option you choose, justify your reasoning with mathematics.

![Ice Cream Containers]

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**Science Answer Key**

D—Group A is made up of cells and atoms; Group B is made up of atoms.

(Note: Students who choose answer B—Both groups are made of atoms—are correct. However, that would not be the best way to describe the two groups in order to differentiate between them.)
Wonder of Atoms and Cells

The chart below shows a variety of things sorted into two different groups.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf of a plant</td>
<td>spoonful of salt</td>
</tr>
<tr>
<td>horse’s muscle</td>
<td>piece of metal</td>
</tr>
<tr>
<td>cap of a mushroom</td>
<td>diamond necklace</td>
</tr>
<tr>
<td>baby elephant</td>
<td>Protein</td>
</tr>
<tr>
<td>seed of a bean plant</td>
<td>sugar cube</td>
</tr>
<tr>
<td>Blood</td>
<td>Air</td>
</tr>
</tbody>
</table>

Circle the statement you think best describes the two groups.

A. Both groups are made up of cells.
B. Both groups are made up of atoms.
C. Group A is made up of cells; Group B is made up of atoms.
D. Group A is made up of cells and atoms; Group B is made up of atoms.
E. Some things in Group A are made up of cells and some things in group B are made up of atoms.
F. Group A and Group B are made up of both cells and atoms.

Explain your thinking. Write or draw to describe your thinking. Share this situation with your family. Listen for how their thinking is like or different than yours. Check the math page for which possibility most like currently supported science.

I circled statement __________ because...

Answer- see math page. Math Answers: 2) 1030 (45+2 x 3 or 45+3x2); 3) 35 pounds (rabbit = 5, cat = 9, dog = 21); 4) Chest B; 5) Could argue for any; 6) A: 8C of white, B: 8C of red, C: 20C of lilac; 7) A: 0.424, B: 0.0082; 8) Could be even (6/12x4=2) or could be odd (6/12x10=5); 9) A: 10, B: 22, D: P=2n+2; 10) Answers will vary. Example: We have raised over 40% of our goal!; 11) The 8 lb container is cheaper per oz ($0.19).
Mike vista el zoológico
Not all schools teach Spanish, if yours does, this silly story is a great way to practice. If you don’t take Spanish, we think you could probably be successful! Read the story using words you know are similar in English and by using phrases from the word bank.

WORD BANK: vive-lives dice-says está- is feeling leones-lions de nuevo-again mira a- looks at va-goes

Mike es humano. Mike vive en Des Moines. Mike vista el zoológico Blank Park.

El animal favorito de Mike es el tigre. Mike vista el tigre en el zoológico Blank Park. Mike dice, “Hola tigre.”

El tigre no responde a Mike. El tigre ignora Mike. Mike no está contento. Mike visita las jirafas. Mike dice, “Hola jirafas.”

Las jirafas no responden a Mike. Mike no está contento. Mike visita los leones. Mike dice, “Hola leones.”

Los leones no responden a Mike. Mike no está contento. Mike visita el tigre de nuevo.

Mike dice, “Hola tigre.” El tigre mira a Mike. El tigre responde, “No hablo español.”

Mike está soprendido. El tigre responde a Mike. Mike está contento. Mike va a casa.

Mike vista el zoológico
Circle TRUE or FALSE. Determine whether each statement about the story is TRUE or FALSE.

1. TRUE FALSE Mike is a bird that lives in Des Moines.
2. TRUE FALSE Mike’s favorite animal is the tiger.
3. TRUE FALSE Mike visits the giraffes.
4. TRUE FALSE The giraffes respond to Mike and surprise him.
5. TRUE FALSE Mike is content because the lions respond to him.
6. TRUE FALSE The tiger says, “I don’t speak Spanish” in Spanish.

EN ARGENTINA SIGUEN EDUCANDO
LOS ALUMNOS PUEDEN ESTUDIAR EN CASA A TRAVÉS DE UNA NUEVA PLATAFORMA 16 de marzo:

Por 14 días, el gobierno de Argentina suspendió las clases en el país porque quiere limitar el contagio del coronavirus. Como resultado, los alumnos argentinos no van a ir a la escuela durante esos 14 días (hasta el 31 de marzo). Las escuelas están cerradas, pero el gobierno quiere que los alumnos estudien en casa. Por eso, el gobierno argentino creó un programa que facilita la educación en casa. El programa se llama Seguimos educando. Esa plataforma tiene muchos recursos educativos. ¡Tiene más de 1000 recursos educativos! Además de la plataforma, todos los días habrá 4 horas de contenido educativo en el canal TV Pública de Argentina. Por la mañana habrá programas para estudiantes de primaria y por la tarde habrá programas para estudiantes de secundaria. El ministro de Educación de Argentina se llama Nicolás Trotta. En una conferencia de prensa, Trotta explicó que el objetivo de la plataforma y de la programación de TV Pública es seguir educando a los estudiantes argentinos. No todos los alumnos tienen acceso a internet. En muchas comunidades rurales, no hay acceso a internet. Por eso, el ministro de Educación explicó que el gobierno producirá y distribuirá materiales impresos para los alumnos que viven en esas comunidades. El gobierno quiere que todos los alumnos argentinos sigan estudiando durante el cierre de las escuelas.

En Argentina siguen educando
Circle TRUE or FALSE. Determine whether each statement about the article is TRUE or FALSE.

1. TRUE FALSE Seguimos educando is a TV channel.
2. TRUE FALSE The Argentinian government will provide print materials for those without internet.
3. TRUE FALSE Schools are closed in Argentina until July 31.
4. TRUE FALSE The head of the Argentinian Department of Education is Seguimos Educando.
5. TRUE FALSE The government has filmed more than 1,000 lessons to show on PublicTV while schools are closed.
6. TRUE FALSE In Argentina, ALL communities have Internet access, even the most rural.
What heroic acts – big or small – have you witnessed in your community, the country, the world in light of recent events?


Fred Rogers — known to generations simply as “Mr. Rogers” — famously said he was always comforted by something his mother would tell him during times of disaster: “Look for the helpers. You can always find people who are helping.”

People all over the world are pitching in to help during the coronavirus pandemic, like the army of homebound Americans who are crafting thousands upon thousands of face masks to help shield doctors, nurses and many others from the coronavirus.

Who are the helpers who have impressed you during this pandemic, whether because they are doing something heroic or because they help in your own life or community in some way?


What is this illustration saying? How does it relate to or comment on society or current events? Can you relate to it personally? What is your opinion of its message? Jot your ideas in the space below.
Narrative Writing: Write a short story to fit the title “Helping Hands”. Use the image from the previous page to spark your imagination. Have fun!

Hints and Tips: What Makes A Great Short Story?
Short stories have to achieve a lot of story in only a few words. There are four elements that really make a story stand out: character, plot, setting, and tension. Balancing these elements is the first step to making your short story amazing.
“Helping Hands” by ____________________

Success Criteria for Narrative Writing
✓ I will include a beginning, a middle and an ending.
✓ I will create a setting by writing about who, what, where and when.
✓ I will create a problem.
✓ I will solve the problem.
✓ I will include details and descriptions.
✓ I will write a satisfying ending.
Seated Old Man Holding a Staff by Antoine Coypel

Recreate the drawing in the grid above by copying and redrawing what you see in the original sketch.
Fitness Game Design Project

DIRECTIONS:
You have been tasked with creating a new fitness-based game! Discuss ideas, test them out to see if they work in the gym or yard outside and refine them during your design process to come up with an AWESOME fitness-based activity!

CRITERIA:
- Your game/activity must be designed to improve an area(s) of fitness.
- Everybody must be moving at the same time during your game (no standing around/waiting).
- Your game/activity must be designed to be played in your determined area (gym, yard).
- NO HUMAN TARGETS (i.e. dodgeball-type games are off limits).
- Your game/activity must be inclusive (non-elimination).

Name of Fitness Game: ________________________________________________________________

Look around your house for different creative equipment items (i.e. plastic sack, make a piece of paper into a ball, etc.) What equipment will your fitness game require? Write what equipment you will need and how much of each piece of equipment you will need in the box below. Be specific and creative!

What area(s) of fitness will your game be designed to enhance? Color in the circle of the area(s) of fitness your game will enhance. Use the infographic below when discussing with your group to help.

[Cardiorespiratory Endurance] [Muscular Strength Endurance] [Flexibility]

Does it make your heart beat fast? Does it make your muscles feel tired? Does it stretch out your muscles?

On the lines below, use full sentences to explain how your game will enhance the areas of fitness you selected above. Be sure to clarify how the movements/exercises that are being done as part of the game link to areas of fitness.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________

____________________________________________________________________________________