

# Week of April 27- May 1, 2020

## Mrs. Swigart

Hello! I hope everyone is doing well. My "office hours" will be Monday 1-3, Tuesday 11-1, and Thursday 3-5. Of course, you can always email me and I will try to get back to you as soon as I can. Please feel free to email me any questions you may have. As far as turning in work goes, you can either share a doc with me, or turn it into the school. Hard copies are at the school so you don't need to print anything. Loose leaf paper works for me as well for turning in assignments. I do ask that your name is written, with the date, class period, and the choice number. Again, please feel free to reach out to me if you need anything.

Miss you! - Mrs. Swigart

| Class                | Choice 1   | Choice 2  | Choice 3 (Enrichment)             |
|----------------------|--|---|-----------------------------------|
| 6th Grade Literature | Write for 30-40 minutes.<br>It can be a free write, journal entry, creative writing, poetry, etc. <b>It should be 1-2 pages in length.</b> | Read a book of your choosing for 30 minutes.<br>Then pick one prompt from the Independent Reading Journal Prompts Options.<br><b>Your explanations should be at least a paragraph long (6-8 sentences). If you choose a project, please use complete sentences.</b> | Vocab Packet 10<br>Wall of Wonder |

April 27 - May 1

Swigart  
6<sup>th</sup> Lit.

## Independent Reading Journal Prompts

page 1 Choice 2

Following is a list of journal prompts. Use whatever helps you to arrive at good, interesting reflections. Remember, your journal entries should be your reflections, connecting your novel to universal ideas, current events, history, yourself, etc. Also, pay attention to the writer's craft. Have fun!

### Please label your journal entry.

- Describe the problem/conflict of this book.
- Summarize the main events in this book so far.
- Who is your favorite or least favorite character? Why?
- Do any of the characters remind you of yourself, a family member, or a friend? How?
- Are there situations in the story where you would have acted differently than one of the characters? Describe what you would have done.
- Compare and contrast two characters. Include at least three important similarities and three important differences.
- Describe the setting (time and place). Does it remind you of anywhere you are familiar with?
- Describe the climax (the turning point of the story when the action reaches a critical point).
- What do you like best about the story? The least? Why?
- Does this story remind you of other books you have read, movies you have seen, or experiences you have had? Describe the similarities.
- Write a letter to a friend recommending this book.
- If you could ask the author one question, what would it be? Why do you want to know this?
- Why do you think the author wrote this selection?
- What did the author do in order to "hook" the reader? Explain.
- What "pictures" does the author create in your mind? Draw and describe them.
- Have you learned anything interesting that you didn't know before reading this selection? Explain.
- Are the characters believable? Why or why not?
- Write a letter to one of the characters giving him/her advice on how to handle a problem or situation he/she is facing. Be sure to include a greeting and a closing.
- If you could spend one day with a character, who would it be and what would you do? Explain why you chose these activities for this particular character.
- How has the main character changed over the course of the story? What do you think is the cause of the change?
- What was the best part of this book? Explain.
- Are there any parts you would change? Explain.
- How did you feel while reading this book? Why did you feel this way?
- Pretend you are a character in the story. Write a diary entry as the character, explaining what has happened to you and how you feel about it.
- Using the text, illustrate a descriptive passage, a key scene, or a character (this should take some time and effort . . . no stick figures!). Describe the picture.
- Create a timeline of important events in the story. Give corresponding page numbers by each event.
- What are two attributes that describe a particular character? Give at least two examples for each attribute that support your opinion.
- Prepare an interview with your favorite character in the book. Prepare at least 10 questions to ask the character. Write the character's answers to the questions.
- Cast the film version of the book. Decide which real life actors and actresses should play the parts of the main characters. Include photos and descriptions of the stars you've selected and an explanation of why each is "perfect" for the part.

April 27 - May 1

page 2

Swigart  
6<sup>th</sup> Lit.  
Choice 2

- Turn the book or a portion of it into a comic book with comic-style illustrations and dialogue bubbles.
- Create a poem that a character in the book would write. The poem may focus on a situation in the book or describe how the character feels about what is happening.
- Write a postscript or a continuation to the story, explaining future occurrences in the characters' lives.
- Write a letter from one character to another.
- Design a travel brochure focusing on the setting of the book. Include a map with explanatory notes of significant places. Describe the type of activities that tourists might find there.
- Create the front page of a newspaper based on the events in the book.
- Develop a fact sheet about the book, listing 10 facts that you learned from reading it. The facts must be written in complete sentences and include details you didn't know before reading the book.
- Design a book jacket for the book. Include an original book blurb and information about the author on the jacket along with your review comments. The jacket should "sell" the book to other readers.
- Make a list of 10 or 15 rules by which the main character in the book lives. Tell how these rules compare to the rules you live by. Tell how the character's life would have been different if you had been living it.
- Pretend that you are a fortune-teller and predict what each of the main characters will be doing in their lives ten years after the story ends. Explain your prediction for each character.
- Write a letter of recommendation for one of the main characters in the book. It can be a letter of recommendation for a job or for college admission. Discuss the good and bad points of the character and why you are recommending that character for the job or school.

(taken from Mr. Crumb and L. Cornwell)

I liked the way that the writer...

I didn't like...because...

This novel makes me realize...

The most important thing about this novel is...

If I were (name of character), I would (wouldn't) have

What happened in the novel was very realistic (unrealistic) because...

I agree (disagree) with the writer about ...

I think the title is a good (strange/misleading) choice because....

A better title for this book would be...because....

In my opinion, the most important word (sentence/paragraph) in this novel is...because...

If I could talk to (name of character), I would say...

The novel is similar to (different from) other novels I have read because...

The novel is similar to (different from) other novels by this writer because ...

April 27 - May 1

Swigart  
6<sup>th</sup> Lit.  
Choice 3

## Wall of Wonder

Read the selection. Think about the meanings of the **boldfaced** words. Then go back to the selection. Underline the words or sentences that give you a clue to the meaning of each **boldfaced** word.

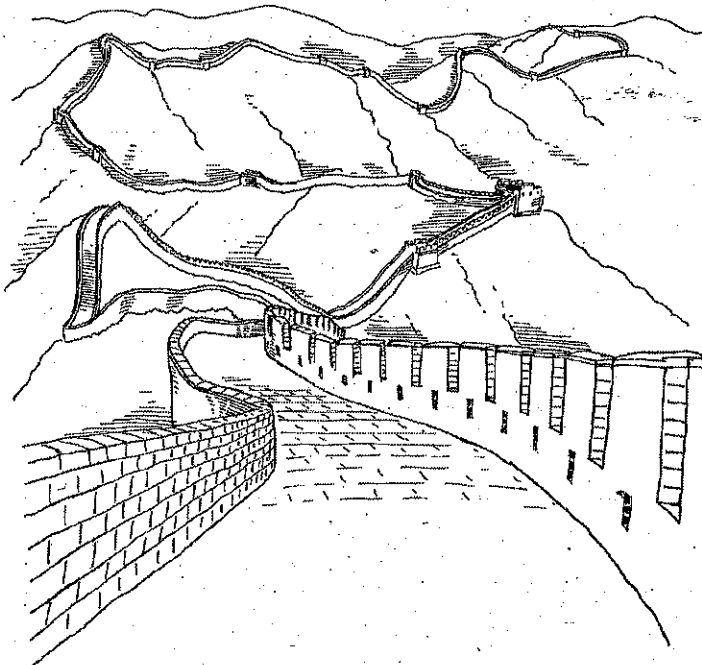
Have you ever thought about the walls of your house as your own personal means of protection? They are. They protect you from the weather outside. More important, they let you decide who to let in and who to keep out of your house. Two thousand years ago, the Chinese people had the same idea. But they built a wall around their entire country!

The Great Wall of China was built at the command of China's first emperor. Before his reign, China was split into several warring states, each surrounded by its own wall. The emperor united these states. One way of showing their **unity** was to have one wall surrounding all of China.

The emperor claimed that the wall's purpose was **defensive**. It was intended to protect China from attacks by the fierce **nomads** who wandered the Gobi Desert, north of China. Also, it was a symbol of the emperor's power. He forced a million men to work on the wall. Many of them had been his enemies. For most, becoming a **laborer** was a death sentence. So many men died in building the Great Wall that it has been called "the longest cemetery in the world."

Later emperors built **extensions** onto the Great Wall to make it longer. Today it measures 3,700 miles along China's northern border. But the wall could not always protect the empire from **conquest**. The wandering warriors of the north swept across it numerous times to take over the country. Even though the wall didn't always successfully serve as a physical barrier, it did succeed as a unifying force for the country. The Chinese people came to think of everyone "inside the wall" as belonging together.

The Great Wall has **withstood** over two thousand years of harsh weather and invading armies. This **architectural** marvel winds like a snake across varied **terrains**, which include mountains, valleys, and rivers. It is one of the world's most **awesome** wonders.



## Context Clues

For each sentence write the letter of the word that is closest in meaning to the word or words in italics. Use context clues to help you choose the correct answer.

- \_\_\_\_\_ 1. The Great Wall of China has *endured* bad weather and invading armies.  
A described      B withstood      C ignored      D considered
- \_\_\_\_\_ 2. China's first emperor ordered that the wall be built for *protective* measures.  
A descriptive      B confusing      C defensive      D conforming
- \_\_\_\_\_ 3. Fierce *wanderers* of the Gobi Desert were at times stopped from attacking by the huge wall, but, in the end, they did sweep across it.  
A nomads      B strangers      C protectors      D citizens
- \_\_\_\_\_ 4. The Great Wall of China did provide the people with a feeling of *belonging together*, of being a whole country instead of a group of warring states.  
A distance      B unity      C distress      D awareness
- \_\_\_\_\_ 5. For anyone who was a *worker* on the wall, it could be a death sentence.  
A laborer      B student      C fighter      D judge
- \_\_\_\_\_ 6. The varied *areas of land* upon which the wall was built made work very difficult.  
A designs      B materials      C cities      D terrains
- \_\_\_\_\_ 7. Not only did many men die working on the original wall, but thousands more died building *added parts* ordered by later emperors.  
A entrances      B treatments      C covers      D extensions
- \_\_\_\_\_ 8. No matter how many extensions were added, the wall did not prevent wandering warriors from achieving an occasional *victory*.  
A conquest      B concern      C defeat      D retreat
- \_\_\_\_\_ 9. Although China has changed greatly, the *building* design of the Wall has barely changed.  
A attractive      B serious      C architectural      D material
- \_\_\_\_\_ 10. The Great Wall of China is one of the most *magnificent* wonders of the world.  
A amusing      B disturbing      C discussed      D awesome

Name \_\_\_\_\_

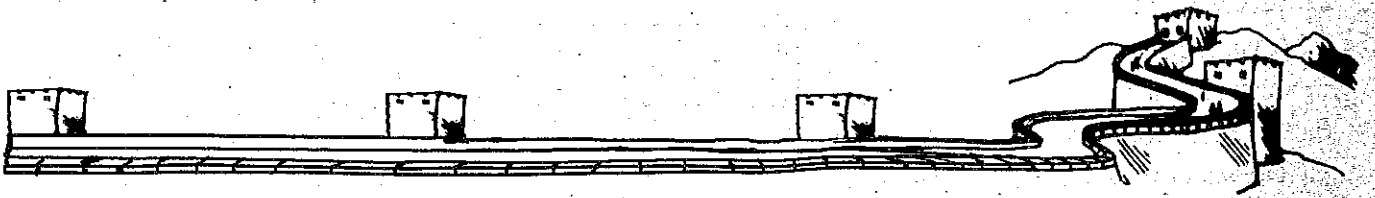
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### Find the Word

Read each sentence. Look for clues to help you complete each sentence with the correct word from the box. Write the word on the line.

|           |           |          |            |               |
|-----------|-----------|----------|------------|---------------|
| conquests | withstood | terrains | nomads     | unity         |
| defensive | laborers  | awesome  | extensions | architectural |

- The \_\_\_\_\_ design of the Great Wall of China was magnificent.
- Building the Great Wall of China was an enormous task that required thousands of \_\_\_\_\_.
- Constructing the wall was made more difficult by the varied \_\_\_\_\_ on which it was built.
- One reason the emperor had the wall built was to bring together the warring states within his kingdom and give them a sense of \_\_\_\_\_.
- The emperor also built the wall as part of his \_\_\_\_\_ strategy to protect his people from invaders.
- Some of the invaders were \_\_\_\_\_ who wandered the Gobi Desert north of China.
- The wall was not always able to protect the Chinese people from invaders' \_\_\_\_\_, however.
- Over the years, other emperors had workers add \_\_\_\_\_ to the wall to make it longer.
- This magnificent wall has \_\_\_\_\_ centuries of harsh weather and has survived numerous attacks by fierce invaders.
- The Great Wall of China still stands as one of the world's \_\_\_\_\_ wonders.



Name \_\_\_\_\_

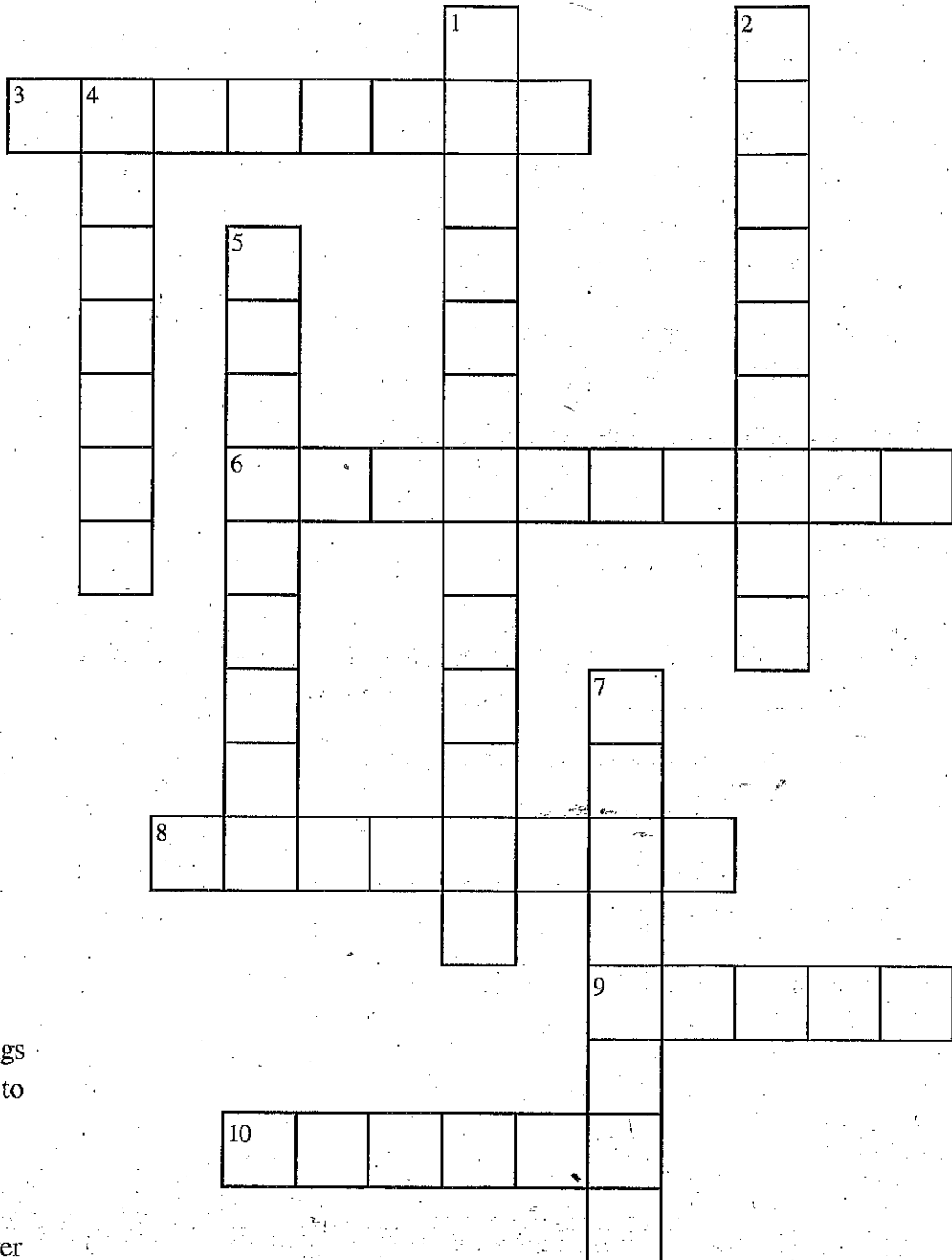
Date \_\_\_\_\_

# Crossword Puzzle

Use the clues and the words in the box to complete the crossword puzzle.

|           |           |          |            |               |
|-----------|-----------|----------|------------|---------------|
| conquest  | withstood | terrains | nomads     | unity         |
| defensive | laborers  | awesome  | extensions | architectural |

Vocabulary in Context



### Across

- 3. Workers
- 6. Parts that are added on to something
- 8. Different kinds of land
- 10. Wanderers

### Down

- 1. Having to do with designing and constructing buildings
- 2. Survived or held up to
- 4. Amazing or magnificent
- 5. Used for protection
- 7. The act of taking over by force

Name \_\_\_\_\_

April 27 - May 1 Swigart  
Date 6<sup>th</sup> Lit-Choice 3

## Analogies

An **analogy** compares two pairs of words. The relationship between the first pair of words is the same as the relationship between the second pair of words.

Example: *Sweet* is to *sour* as *dark* is to *light*.

Use the words in the box to complete the following analogies.

nomad    conquest    laborer    awesome    unity

1. *Player* is to *competitor* as *wanderer* is to \_\_\_\_\_.
2. *Liquid* is to *solid* as *separation* is to \_\_\_\_\_.
3. *Vacation* is to *holiday* as *invasion* is to \_\_\_\_\_.
4. *Car* is to *automobile* as *worker* is to \_\_\_\_\_.
5. *Stroll* is to *sprint* as *unimpressive* is to \_\_\_\_\_.

## Cloze Paragraph

Use the words in the box to complete the paragraph. Then reread the paragraph to be sure it makes sense.

withstood    laborer    unity    architectural

To build the Great Wall, people needed to work together in (1) \_\_\_\_\_. Every (2) \_\_\_\_\_ who worked on the wall was skilled, and many different materials were used. As a result, the Great Wall has endured thousands of years of bad weather and has (3) \_\_\_\_\_ the attacks of invading armies. Its (4) \_\_\_\_\_ design is so solid that it will most likely last forever.



Name \_\_\_\_\_

# Standardized Test Practice

Read the phrase. Look for the word or words that have the same or almost the same meaning as the boldfaced word. Circle the letter for your choice.

## TIP

Always read all the answer choices. Many choices may make sense. Only one answer choice has the same or almost the same meaning as the boldfaced word.

Vocabulary in Context

1. **tired laborer**  
 A nomad                      B warrior                      C worker                      D rider
2. **architectural design**  
 A defensive                      B building                      C popular                      D awesome
3. **wall extensions**  
 A rocky terrains                      B added parts                      C long directions                      D strong materials
4. **defensive measures**  
 A simple                      B awesome                      C dull                      D protective
5. **rough terrains**  
 A areas of land                      B thunderstorms                      C bodies of water                      D materials
6. **feeling of unity**  
 A confusion                      B victory                      C sadness                      D togetherness
7. **withstood attacks**  
 A lost                      B endured                      C ignored                      D understood
8. **army's conquest**  
 A defense                      B victory                      C uniform                      D unity
9. **awesome sight**  
 A huge                      B forgotten                      C ordinary                      D magnificent
10. **fierce nomads**  
 A dogs                      B wanderers                      C emperors                      D walls

Name \_\_\_\_\_

Date April 27 - May 1 Swigart  
6<sup>th</sup> Lit. Choice 3

## Using Context

The words in the box are also related to wonders that amaze us; in this case, burial places for Egyptian kings. See how many of the words you already know. Use the glossary to find the definitions of unfamiliar words.

|          |            |             |         |          |
|----------|------------|-------------|---------|----------|
| pharaoh  | burial     | archaeology | incline | mummy    |
| elevated | triangular | spiritual   | tedious | diagonal |

Read each sentence, paying attention to the meaning of the underlined word. Write a definition for the word as it is used in the sentence.

1. The method of burial for many people who have died is to place them in a grave marked with a stone.  
*Burial* means \_\_\_\_\_
2. The grave of an Egyptian king, or pharaoh, was marked by a pyramid built with stones.  
*Pharaoh* means \_\_\_\_\_
3. The pharaoh's body was wrapped in layers of cloth, and the mummy was placed in a secret room inside the pyramid.  
*Mummy* means \_\_\_\_\_
4. The Egyptian pyramids are amazing structures because the huge stone blocks were elevated on ramps without the use of machines.  
*Elevated* means \_\_\_\_\_
5. Imagine how steep the incline of the ramps had to be to raise the stones to such great heights.  
*Incline* means \_\_\_\_\_
6. Students of archaeology believe it was farmers who built the pyramids.  
*Archaeology* means \_\_\_\_\_
7. Some historians say 50 years was not an unusual amount of time spent to build the huge pyramids with three-sided, or triangular, sides.  
*Triangular* means \_\_\_\_\_
8. Most workers spent their lives and strength doing the tedious job of building the pyramids.  
*Tedious* means \_\_\_\_\_
9. The pyramids' diagonal sides, which slant downward, may have been designed to imitate the sun's slanting rays.  
*Diagonal* means \_\_\_\_\_
10. It is thought that the triangular shape of the pyramids' sides had spiritual meaning for the Egyptians in that the shape would somehow help the pharaoh reach heaven.  
*Spiritual* means \_\_\_\_\_