

PLANNED INSTRUCTION LESSON MATERIALS

6th Grade

Mrs. Veronica Will, Principal 814 873-5158

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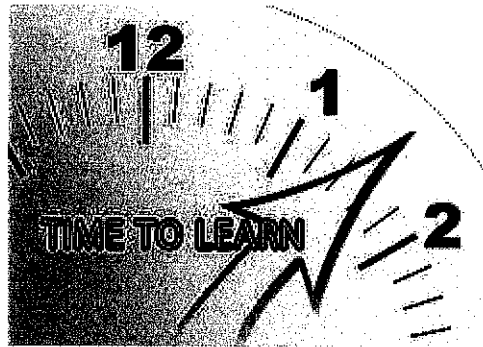
DUE DATE: FRIDAY, MAY 15TH

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) during food distribution Tuesdays and Fridays from 10:00am – 12:00noon, or turned in when the next week's materials are delivered to your home.

If you need assistance in completing the attached materials, please reach out to your classroom teacher via email, the school's website or Facebook page, or Class Dojo. You may also call the school directly Monday – Friday from 9:00am – 11:00am at 814-520-6468

Time to Think



Ticktock, ticktock. For most kids, the average school day-six and a half hours-is long enough. But in some states, officials want more time on students' side. Kids need more time to learn, they say.

More class time can improve test scores, according to a recent report by the research group Education Sector. As a result, schools are experimenting with tacking on an hour or more to the school day.

Elementary and middle school students at Fletcher-Maynard Academy in Cambridge, Massachusetts, have gone to an eight-hour school day. Fletcher-Maynard Academy is just one of 10 schools in Massachusetts trying out the new schedule. Lawmakers in Minnesota, New Mexico, New York, and Washington, D.C., are also debating extended school hours.

People in favor of longer school days say kids need to learn more to stay competitive in today's world. The additional hours enable teachers to spend more time on each subject. Fletcher-Maynard principal Robin Harris likes having the extra hours. "Teachers can be a little more creative," she told *WR News*.

Students aren't just spending the extra time with their heads in a book, though. Harris explains that her students get longer recesses and more snack time. Parent Dawn Oliver says her 11-year-old daughter, Brittany, is an advice columnist for a magazine at her school in Fall River, Massachusetts. "The kids get so involved in these things because it's not all book work," says Oliver.

Critics argue that extended school days could be too long for today's busy kids. And extra school time might prevent students from exploring other interests. Some students have complained about having to stay later. They are concerned that they wouldn't be able to concentrate during the last classes of the day.

Other people point out that longer school days interfere with, or get in the way of, after-school sports and clubs. "The day is long enough already," student Cameron Villers from Ansonia, Connecticut, told *WR News*. "After-school activities would be affected. Nobody wants to be at school from 7:30 a.m. to 4 p.m." If schools have different schedules, planning athletic games could prove difficult.

athletic

ath · let · ic

Definition

adjective

1. having to do with sports and other physical activities.

She has a lot of athletic ability.

That athletic equipment is in poor condition.

Advanced Definition

adjective

1. of or pertaining to sports and other physical activities.
2. characteristic of an athlete.
3. physically talented; active in sports.

Spanish cognate

atlético: The Spanish word *atlético* means athletic.

These are some examples of how the word or forms of the word are used:

1. If schools have different schedules, planning **athletic** games could prove difficult.
2. He had never been comfortable with **athletic** activity and found comfort only in his art studio.
3. The Ocean Breeze **Athletic** Center, an indoor running track, was in the middle of construction when the noise first started.
4. Patty and Jordan were both extremely **athletic**; Jordan was the star of her high school track team, while Patty was an active mountaineer.
5. The National Collegiate **Athletic** Association (NCAA) - the organization that regulates college sports - banned the use of Native American logos and mascots during its postseason tournaments a couple of years ago.

competitive com · pet · i · tive**Definition****adjective**

1. having a strong desire to win or do better than other people.

She is a competitive person, so she always tries to do her best.

Advanced Definition**adjective**

1. involving, related to, or characterized by competition.

A competitive exam will decide who gets the scholarship money.

He likes hiking and riding his bike, but his parents want him to play competitive sports.

The modeling business is extremely competitive, and few model hopefuls achieve significant success.

2. having a strong inclination to compete or to succeed in almost every situation.

She is highly competitive and always strives hard to win.

3. standing a good chance of success in a competition.

The team had been low-ranked, but they've worked hard and are now competitive.

Spanish cognate

competitivo: The Spanish word *competitivo* means competitive.

These are some examples of how the word or forms of the word are used:

1. Winning isn't everything - even in **competitive** ballroom dancing.
2. We're **competitive**, but we also support each other through everything.
3. If you're involved in **competitive** sports, ask your coach for suggestions for cross-training activities.

4. To stay **competitive**, he has to be up on the latest technology and trends.
5. Alli Rainey was recently named the number-one overall female climber nationwide by the **Competitive** Climbing Rank.
6. *WR News*: Do you think boys and girls often feel **competitive** with each other? AR: Definitely!
7. The market is very **competitive**, and it's hard to own a particular market for very long.
8. People in favor of longer school days say kids need to learn more to stay **competitive** in today's world.
9. In 2005, the cube enjoyed a revival as a new generation of "cubers" traveled the country taking part in highly **competitive** tournaments.

creative cre · a · tive**Definition****adjective**

1. able to make or do something new or with imagination.

Lucas is a creative artist.

That creative inventor designed a new kind of wheelchair.

Advanced Definition**adjective**

1. capable of inventing or producing something original or imaginative.
2. characterized by originality or imagination.

Spanish cognate

creativo: The Spanish word *creativo* means creative.

These are some examples of how the word or forms of the word are used:

1. Goofing around relieves stress and lets us feel free and **creative**.
2. Hang around with people you think are very funny. Often they're smarter, more social, and more **creative** than more serious kids.
3. Jeff likes that he gets to try to "come up with new solutions by thinking **creatively**. In fact, in science, wild and crazy ideas are encouraged!"
4. Experts say that if you find yourself crunched for time in the morning, don't rule out breakfast. Being **creative** with your morning routine can help you make time.
5. She wants to make friends and have people respect her, "not just for skill or talent, but also for being someone who's good to work with, and who has a unique **creative** voice."
6. Many recent studies have tried to explain how music and learning go together. Don Campbell, an expert on the powers of music, believes music can make people -- even babies -- more **creative**, smarter, healthier, and happier.
7. "If you tell your friends and acquaintances that you plan to start a business, you'll hear over and over, 'It won't work. It can't be done.' But dyslexics are extraordinarily **creative** about maneuvering their way around problems."
8. Bonus! With your senses engaged, you'll feel free and more **creative**. Clements reports that in a park near her home, young people turned a concrete slab into their own outdoor theater. "They're role-playing ... enjoying the creativity and imagination that you can't when you're indoors," she says.

Name: _____ Date: _____

1. The author wrote this to

- A. encourage more schools to have a longer day.
- B. discourage schools from having a longer day.
- C. encourage readers to speak out against longer school days.
- D. inform the reader about schools with longer days.

2. Students who attend schools that have a longer day

- A. are smarter than students than who attend schools that have a shorter day.
- B. are more frustrated and tired than students who attend school that have a shorter day.
- C. have longer recesses than students who attend schools that have a shorter day.
- D. all of the above.

3. _____ encourage students to learn more and do well in school.

- A. Schools that have longer days
- B. Typical schools
- C. Both types of schools
- D. Neither type of school

4. Schools that have a six-and-a-half-hour day

- A. give students a longer recess.
- B. allow the teachers more time to teach each subject.
- C. have students that do not score well on tests.
- D. give students more time for after-school activities.

5. Do you think it is a good idea to have a longer school day? Why/why not?



Question

Student answers

Due May 15

Do you think it is a good idea to have a longer school day? Why/why not?



 Sarah Ritz Apr 20 (Edited Apr 20)

Class comments



Add class comment...





Question

Student answers

Due May 15

What is the definition of athletic?



 Sarah Ritz Apr 20 (Edited Apr 20)

Class comments



Add class comment...



Blank Quiz

Your email address (vwill@erieriseacademy.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

The author wrote this to *

5 points

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Students who attend schools that have a longer day *

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5 points


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5 points

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 Send me a copy of my responses.

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Time to Think (Crawford's students)

* Required

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Equivalent Ratio V-Quiz

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* Required

What are equivalent ratios? *

Your answer

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North Africa is experiencing political changes.

Culture of North Africa

What is daily life like in North Africa?

The vast majority of people in North Africa practice the Islamic religion. Five times a day, the call to prayer rings out from mosques across North Africa, and devout Muslims stop what they are doing to say prayers. Each week on Friday, millions assemble in the mosques for Friday prayer and to hear a sermon. Once a year during Ramadan, the ninth month of the Islamic calendar, Muslims fast (do not eat) from dawn to dusk.

The People

Three main groups—Egyptians, Berbers, and Arabs—make up the population of North Africa. The region has a varied culture. Egypt's ancient heritage looms over that nation just as the pyramids tower over some of its cities. French influence can be seen from Morocco to Tunisia. Although Arab Muslim culture dominates, some Berber traditions continue.

Although most people are Muslims, some Christians and Jews also live in the region. One in 10 of Egypt's people are Christians. Most of them belong to the Coptic Christian church, which formed in the A.D. 400s.

Of the North African nations, Libya has the highest rate of urbanization. More than three of every four Libyans live in an urban area. Only about half of Egypt's people are city dwellers.

Daily Life

Patterns of daily life differ between the cities and the countryside. The region's cities tend to be busy, bustling centers of industry and trade. They also are a blend of traditional cultures and modern life.

Towns and cities of North Africa show no signs of having been planned. Instead, they have grown steadily over the centuries. Streets are narrow and curving. Some built-up areas extend into the surrounding rural farming areas.

Cairo, Egypt, is by far North Africa's largest city, with more than 9.3 million people. The next three largest cities are Algiers, Algeria; Casablanca, Morocco; and Tunis, Tunisia. Combined they have fewer people than Cairo.

Cairo's buildings reflect its more than 1,000-year history. The waterfront along the Nile River boasts gleaming modern skyscrapers and parks. Throughout the city are historic mosques—Islamic places of worship. Tourists flock to the city's famous museums, though they have to endure traffic jams to get there. A jumble of old apartment buildings spreads to the west. Beyond them, a million or so people live in mud huts in a massive poor neighborhood called "the City of the Dead."

An important feature of North African cities is the souk, or open-air market. Here, businesspeople set up stalls where they sell food, craft products, and other goods. Singers and acrobats perform here and there in the markets, especially at night.

Life in rural areas follows a different pattern. Farming villages in rural Egypt can be as small as 500 people. Families live in homes built of mud brick with few windows. Each morning, the fellaheen—poor farmers of Egypt—walk to work in the fields outside the village. Many use hand tools and rely on muscle power or animal power. At day's end, they return home.

Farms in Libya are clustered around oases. These communities are small because so little land can be farmed. In Morocco, many farmers live in the well-watered highland areas. They build terraces on steep hillsides to plant their crops.

Some rural dwellers still live like nomads. This is the same kind of life Berbers have followed for centuries. They tend herds of sheep, goats, or camels. They move from place to place in search of food and water for their herds. Some settle in one area for part of the year to grow grains.

Food

Moroccan food has gained fame around the world for its rich and complex flavors. The base of many Moroccan meals is couscous, small nuggets of semolina wheat that are steamed. Rich stews of meat and vegetables are poured over it. This style of cooking is also common in Algeria and Tunisia.

Sandwiches in this region are often made with flat pieces of pita bread. They might include grilled pieces of lamb, chicken, or fish. Falafel is made from ground, dried beans and formed into cakes and fried. Pigeon is also popular in Egypt and Morocco.

Arts

The arts in North Africa reflect the influence of Islam. The Islamic religion forbids art that shows the figures of animals or humans. Folk art, like weaving and embroidery, has intricate patterns but no figures. These patterns are also used to decorate buildings.

Many young people in North Africa are attracted to Western music and movies. This has provoked an angry response among some strict Muslims. In Algeria, some artists have left the country because of harsh criticism. Egypt has long been a center of television and film production. Its shows and movies are seen throughout the Arab world.

Languages and Literature

Arabic is the official language of all five countries in North Africa. French is prominent in Morocco, Algeria, and Tunisia. French and English are most often heard in the region's cities, but Berber languages are more common in rural areas.

As the largest Arabic-speaking country, Egypt has played an important part in the literature of the region. Egyptian writers have explored themes like the impact of influences from Western culture. Novelist Naguib Mahfouz, who wrote more than 30 novels and hundreds of stories, achieved worldwide recognition when he won the Nobel Prize for Literature in 1988.

Identifying What is an example of the influence of Islam on daily life in North Africa?

Challenges in North Africa

What challenges face North Africa?

Standards of living vary widely across the region and even within countries. In addition to economic issues, the region faces significant social challenges.

Economic Issues

When oil was discovered in Libya, Muammar al-Qaddafi, the leader of the country, said that a major goal was to provide social benefits to everyone. That did not happen. The income gained from selling oil did not reach most of the country's people. When Qaddafi fell from power in 2011, Libyans hoped that their lives would improve, but progress started slowly.

Algeria has tried to shift its economy away from the emphasis on the sale of oil and natural gas. The government keeps tight control of businesses, however. As a result, companies from other countries are not willing to invest there.

Morocco's economy is the most diversified. A diversified economy includes a mix of many different economic activities. The people of the country engage in mining, some manufacturing, farming, and tourism. Poverty and unemployment are widespread in Morocco, however.

In recent years, thousands have left the region for Europe. They move mostly to Spain and France looking for jobs. Morocco, Algeria, and Tunisia have lost the most people.

Social Issues

High population growth is a major concern in Libya and Egypt. This growth rate contributes to crowding and inadequate health care, as well as poverty. A large share of the population in the region is 14 years old or younger. This is especially true in Egypt and Libya. These countries will have to work hard to develop their economies so that today's young people can find jobs in the future.

In February 2012, U.S. Secretary of State Hillary Clinton addressed young people in Tunisia and across the region. She cited the work they did to bring about the massive changes of the Arab Spring. Clinton warned, though, that it would take a long time and hard work to build the country's economy and increase jobs for young people. The U.S. government has pledged money to several countries to help them accomplish these goals.

Another issue is literacy. Libya has the highest literacy rate in the region: 89 percent of Libyans can read and write. The literacy rate is much lower in the other North African countries. Literacy is most serious in Morocco, where little more than one-half of Moroccans can read and write. A very low literacy rate among women is a major factor, or cause, for this trend. More than 65 percent of Moroccan men can read and write; less than 40 percent of that nation's women can. Literacy among women is about 20 percent lower than among men in the other four countries of the region, as well. This gap hinders the ability of the countries to build strong economies.

Identifying Point of View What might happen in North Africa if young people grow impatient with the slow rate of economic growth? Why?

North Africa's Future

How will North Africa address the problems it faces?

Powerful new social movements have swept through the region of North Africa in recent years. They have led to major political changes in three countries and put pressures on the governments of the other two.

Political Issues

Two political forces are strong in the region of North Africa. One is a push for democracy. Many North Africans have grown more and more frustrated with their leaders. They think the leaders focused more on building their own power than on building the economy and improving their countries. Many question the government's harsh treatment of people who criticize their countries' leaders. Some leaders are calling for the different groups to learn to work together to avoid the conflicts that pull societies apart.

The second force was an increase in Islamic fundamentalism. Some strict Muslims want laws changed to conform to the rules of Islam. They want to see an end to Western influences on their culture. The political party of the Muslim Brotherhood gained a majority in

Egypt's parliament in the 2011 elections. It also won a majority in Morocco and a large share of seats in Tunisia. These forces helped bring about the Arab Spring of 2010 and 2011. They have left conditions across the region uncertain.

Egypt began writing a new constitution in 2012. A constitution is a set of rules for a nation and its government. Egypt's new government could give more power to the parliament, the lawmaking body. It is not clear how well this new government will work or what groups will control it, though.

For nearly 20 years, Algeria has undergone brutal conflict between Islamist groups and the government and its forces. As many as 100,000 people have died in the fighting. As in Morocco, the government was able to keep power after the Arab Spring, but it had to promise to reform the political system.

By 2012, Libya's victorious rebels were working on making a new government. They also faced the need to rebuild much of the country after the civil war. In 2012, leaders in eastern Libya said they wanted self-rule in their part of the country. Although they said that they did not wish to divide the country or to keep their area's oil wealth for themselves, the move raised the possibility of continued conflict in Libya.

Islam in the Modern World

Many Muslims in the region worry about the impact of Western culture on their lands. They think that Western entertainment conflicts with Islamic values. They also disagree with Western ideas about women's rights.

Women in North Africa generally have more rights than those in other Muslim lands. In Tunisia, for instance, they can own businesses and have their own bank accounts. About half of all university students in Tunisia are women. Women may lose some of these rights if extreme Muslim leaders take control of the governments.

Several million of Egypt's Coptic Christians have grown more worried about their position in recent years as well. Some Muslim extremists have attacked them and bombed churches. Early in 2012, the longtime head of the Coptic church died. He had led the church for nearly 40 years in relative peace until near the end of his life. His death increased the uncertainty for Copts in that area.

Relations with Other Nations

Egypt broke ranks with other Muslim nations in 1979 when it signed a peace treaty with Israel. It has also developed close ties with the United States since then. That friendship has come under increasing criticism from Muslim fundamentalists. Morocco has also had close relations with the United States. Its government has been criticized for this as well.

These situations raise more questions about what will happen if Muslim conservatives gain power. Will the new governments reject close ties with the United States? Will they take steps against Israel?

The situations in Algeria and Libya are also uncertain. Will new governments there be less willing to sell oil to the United States? For what purposes will they use the money they earn from selling oil? The answers to these questions will help to shape the future of North Africa and the world.

Analyzing Why were the results of the Arab Spring different in Algeria and Morocco compared with the other countries of the region?

LESSON 3 REVIEW

Reviewing Vocabulary

1. Is it important for an economy to be *diversified*? Why or why not?

Answering the Guiding Questions

2. **Determining Central Ideas** Why do you think many Muslims worry about the impact of Western culture on their lands?

3. **Describing** How is the relatively young population connected to the economic issues in these nations?

4. **Analyzing** About half of Egypt's people live in rural areas. Most of them are farmers. What impact does that have on Egypt's economy? Why?

5. **Identifying Point of View** Why is the political situation in North Africa important to the United States?

6. Argument Writing Do you think the most serious issues facing North Africa are political, social, or cultural? Write a paragraph explaining why.

_____ /

DIRECTIONS: Using the text material or online materials, please define the following vocabulary terms!

1. **EMPHASIS:**

2. **FACTOR:**

3. **SOUK:**

4. **FELLAHEEN:**

5. **COUSCOUS:**

6. **DIVERSIFIED:**

7. **CONSTITUTION:**

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Reviewing Vocabulary

1. Is it important for an economy to be *diversified*? Why or why not?

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5. **Identifying Point of View** Why is the political situation in North Africa important to the United States?

6. Argument Writing Do you think the most serious issues facing North Africa are political, social, or cultural? Write a paragraph explaining why.

DIRECTIONS: Please answer the questions from pages 597-598!

1. What is daily life like in the cities?
2. The towns show that they have been what over many centuries?
3. Which city mentioned in the passage is the biggest of North Africa?
4. According to paragraph 4 on pg. 597, describe TWO features of Cairo.
5. How is this similar to the United States?
6. How are the Souk different than grocery stores in America?
7. According to the passage, what do the FELLAHEEN do for a living?

8. The text says that a lot of the rural dwellers live like Nomads. What does that imply that they are doing?

9. According to the section about FOOD, what is one of the more popular dishes in North Africa?

10. What are TWO things that the Islamic religion forbids people to show?

[Print](#)

North Africa is experiencing political changes.

Culture of North Africa

What is daily life like in North Africa?

The vast majority of people in North Africa practice the Islamic religion. Five times a day, the call to prayer rings out from mosques across North Africa, and devout Muslims stop what they are doing to say prayers. Each week on Friday, millions assemble in the mosques for Friday prayer and to hear a sermon. Once a year during Ramadan, the ninth month of the Islamic calendar, Muslims fast (do not eat) from dawn to dusk.

The People

Three main groups—Egyptians, Berbers, and Arabs—make up the population of North Africa. The region has a varied culture. Egypt's ancient heritage looms over that nation just as the pyramids tower over some of its cities. French influence can be seen from Morocco to Tunisia. Although Arab Muslim culture dominates, some Berber traditions continue.

Although most people are Muslims, some Christians and Jews also live in the region. One in 10 of Egypt's people are Christians. Most of them belong to the Coptic Christian church, which formed in the A.D. 400s.

Of the North African nations, Libya has the highest rate of urbanization. More than three of every four Libyans live in an urban area. Only about half of Egypt's people are city dwellers.

Daily Life

Patterns of daily life differ between the cities and the countryside. The region's cities tend to be busy, bustling centers of industry and trade. They also are a blend of traditional cultures and modern life.

Towns and cities of North Africa show no signs of having been planned. Instead, they have grown steadily over the centuries. Streets are narrow and curving. Some built-up areas extend into the surrounding rural farming areas.

Cairo, Egypt, is by far North Africa's largest city, with more than 9.3 million people. The next three largest cities are Algiers, Algeria; Casablanca, Morocco; and Tunis, Tunisia. Combined they have fewer people than Cairo.

Cairo's buildings reflect its more than 1,000-year history. The waterfront along the Nile River boasts gleaming modern skyscrapers and parks. Throughout the city are historic mosques—Islamic places of worship. Tourists flock to the city's famous museums, though they have to endure traffic jams to get there. A jumble of old apartment buildings spreads to the west. Beyond them, a million or so people live in mud huts in a massive poor neighborhood called "the City of the Dead."

An important feature of North African cities is the souk, or open-air market. Here, businesspeople set up stalls where they sell food, craft products, and other goods. Singers and acrobats perform here and there in the markets, especially at night.

Life in rural areas follows a different pattern. Farming villages in rural Egypt can be as small as 500 people. Families live in homes built of mud brick with few windows. Each morning, the fellaheen—poor farmers of Egypt—walk to work in the fields outside the village. Many use hand tools and rely on muscle power or animal power. At day's end, they return home.

Farms in Libya are clustered around oases. These communities are small because so little land can be farmed. In Morocco, many farmers live in the well-watered highland areas. They build terraces on steep hillsides to plant their crops.

Some rural dwellers still live like nomads. This is the same kind of life Berbers have followed for centuries. They tend herds of sheep, goats, or camels. They move from place to place in search of food and water for their herds. Some settle in one area for part of the year to grow grains.

Food

Moroccan food has gained fame around the world for its rich and complex flavors. The base of many Moroccan meals is couscous, small nuggets of semolina wheat that are steamed. Rich stews of meat and vegetables are poured over it. This style of cooking is also common in Algeria and Tunisia.

Sandwiches in this region are often made with flat pieces of pita bread. They might include grilled pieces of lamb, chicken, or fish. Falafel is made from ground, dried beans and formed into cakes and fried. Pigeon is also popular in Egypt and Morocco.

Arts

The arts in North Africa reflect the influence of Islam. The Islamic religion forbids art that shows the figures of animals or humans. Folk art, like weaving and embroidery, has intricate patterns but no figures. These patterns are also used to decorate buildings.

Many young people in North Africa are attracted to Western music and movies. This has provoked an angry response among some strict Muslims. In Algeria, some artists have left the country because of harsh criticism. Egypt has long been a center of television and film production. Its shows and movies are seen throughout the Arab world.

Languages and Literature

Arabic is the official language of all five countries in North Africa. French is prominent in Morocco, Algeria, and Tunisia. French and English are most often heard in the region's cities, but Berber languages are more common in rural areas.

As the largest Arabic-speaking country, Egypt has played an important part in the literature of the region. Egyptian writers have explored themes like the impact of influences from Western culture. Novelist Naguib Mahfouz, who wrote more than 30 novels and hundreds of stories, achieved worldwide recognition when he won the Nobel Prize for Literature in 1988.

Identifying What is an example of the influence of Islam on daily life in North Africa?

Challenges in North Africa

What challenges face North Africa?

Standards of living vary widely across the region and even within countries. In addition to economic issues, the region faces significant social challenges.

Economic Issues

When oil was discovered in Libya, Muammar al-Qaddafi, the leader of the country, said that a major goal was to provide social benefits to everyone. That did not happen. The income gained from selling oil did not reach most of the country's people. When Qaddafi fell from power in 2011, Libyans hoped that their lives would improve, but progress started slowly.

Algeria has tried to shift its economy away from the emphasis on the sale of oil and natural gas. The government keeps tight control of businesses, however. As a result, companies from other countries are not willing to invest there.

Morocco's economy is the most diversified. A diversified economy includes a mix of many different economic activities. The people of the country engage in mining, some manufacturing, farming, and tourism. Poverty and unemployment are widespread in Morocco, however.

In recent years, thousands have left the region for Europe. They move mostly to Spain and France looking for jobs. Morocco, Algeria, and Tunisia have lost the most people.

Social Issues

High population growth is a major concern in Libya and Egypt. This growth rate contributes to crowding and inadequate health care, as well as poverty. A large share of the population in the region is 14 years old or younger. This is especially true in Egypt and Libya. These countries will have to work hard to develop their economies so that today's young people can find jobs in the future.

In February 2012, U.S. Secretary of State Hillary Clinton addressed young people in Tunisia and across the region. She cited the work they did to bring about the massive changes of the Arab Spring. Clinton warned, though, that it would take a long time and hard work to build the country's economy and increase jobs for young people. The U.S. government has pledged money to several countries to help them accomplish these goals.

Another issue is literacy. Libya has the highest literacy rate in the region: 89 percent of Libyans can read and write. The literacy rate is much lower in the other North African countries. Literacy is most serious in Morocco, where little more than one-half of Moroccans can read and write. A very low literacy rate among women is a major factor, or cause, for this trend. More than 65 percent of Moroccan men can read and write; less than 40 percent of that nation's women can. Literacy among women is about 20 percent lower than among men in the other four countries of the region, as well. This gap hinders the ability of the countries to build strong economies.

Identifying Point of View What might happen in North Africa if young people grow impatient with the slow rate of economic growth? Why?

North Africa's Future

How will North Africa address the problems it faces?

Powerful new social movements have swept through the region of North Africa in recent years. They have led to major political changes in three countries and put pressures on the governments of the other two.

Political Issues

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_____ /

Ch. 19 Lesson 3 Quiz

Lesson 3

The three main groups—Egyptians, Moroccans, and Turks—make up the population of North Africa. 1 point

- TRUE
- FALSE

Farms in Libya are small and clustered around oases. 1 point

- TRUE
- FALSE

Islam does not permit art to show the figures of animals or humans. 1 point

- True
- False

In most North African countries, women have a high literacy rate. 1 point

- True
- False

Morocco's government has close relations with the United States 1 point

- TRUE
- FALSE



Which North African country has the highest rate of urbanization? 1 point

- Morocco
- Algeria
- Egypt
- Libya

Which of the following activities is most likely to occur at a souk? 1 point

- Muslims worship and pray.
- Fruits and vegetables are sold.
- Sporting events are held.
- Children learn about Islam.

Which European language are you most likely to hear in North Africa? 1 point

- German
- Arabic
- French
- Italian

Why are many foreign countries unwilling to invest in Algeria? 1 point

- The Algerian Government keeps tight control of businesses.
- Algeria has virtually no natural resources
- Few skilled workers remain in Algeria because of emigration.
- Religious fundamentalists in the country discourage such investment.



Which of the following statements about Islam in modern North Africa is accurate? 1 point

- Some strict Muslims want to change laws to conform to the rules set by Islam.
- North African Women have fewer rights than women in other Muslim lands.
- Most strict Muslims welcome the influence of Western culture.
- The authority of Islam has decreased since the rise of the Internet.

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Google Forms



Forms of Energy

6th Grade Lesson
May 11th - May 15th
Adapted from Pearson

Forms of Energy

- Mechanical
 - Nuclear
 - Thermal
 - Electrical
 - Electromagnetic
 - Chemical
-

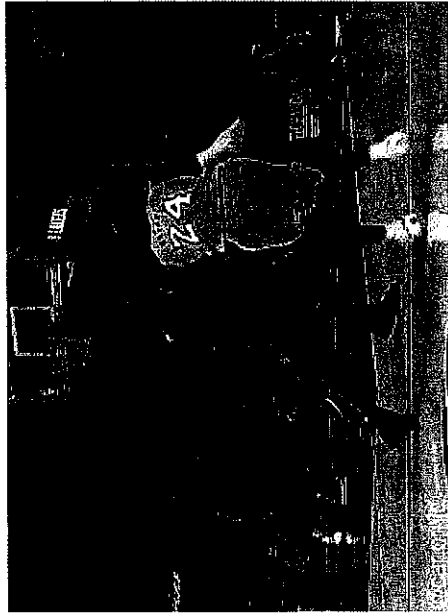
Mechanical Energy

- The form of energy associated with the motion/movement, position, or shape of an object is called mechanical energy.
- You can find the mechanical energy of an object by adding together its kinetic and potential energy.

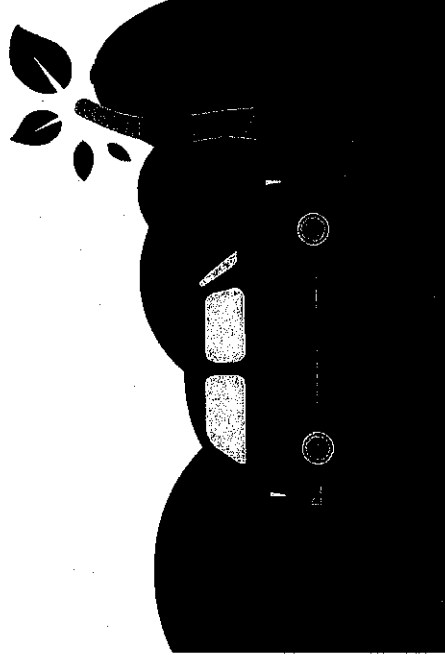
$$\text{Potential Energy (Joules)} + \text{Kinetic Energy (Joules)} = \text{Mechanical Energy (Joules)}$$

- Example: A person is holding a basketball. The basketball has 12 J of potential energy and 10 J of kinetic energy. What is the mechanical energy?
 - $12\text{ J} + 10\text{ J} = 22\text{ J}$
 - The mechanical energy of the basketball is 22 Joules (J)

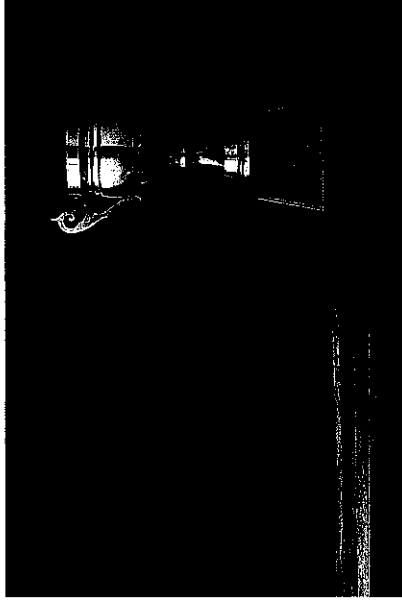
Mechanical Energy Examples



People moving or shooting a
basketball



Cars moving



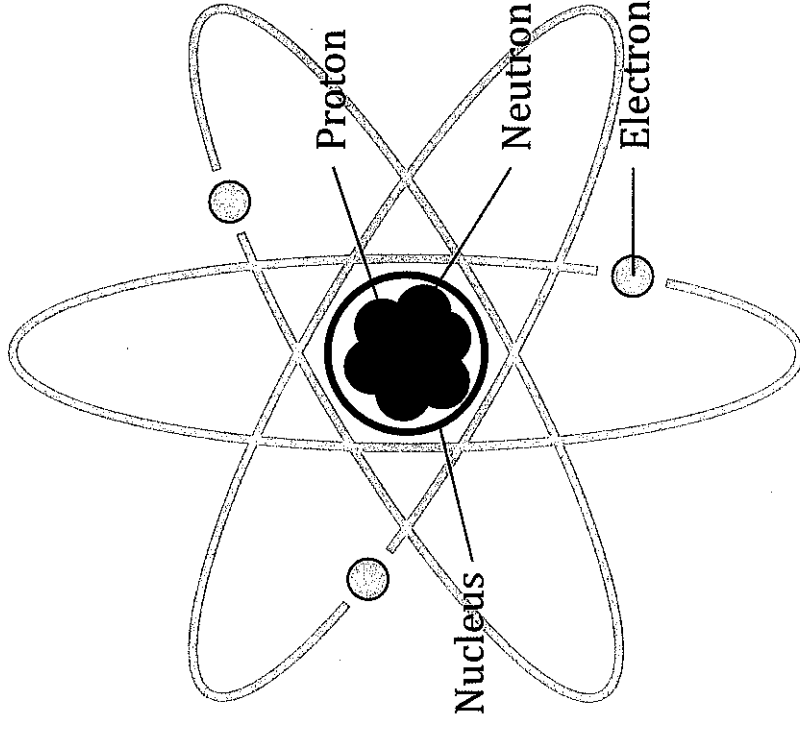
Even something not moving
has mechanical energy



Nuclear Energy

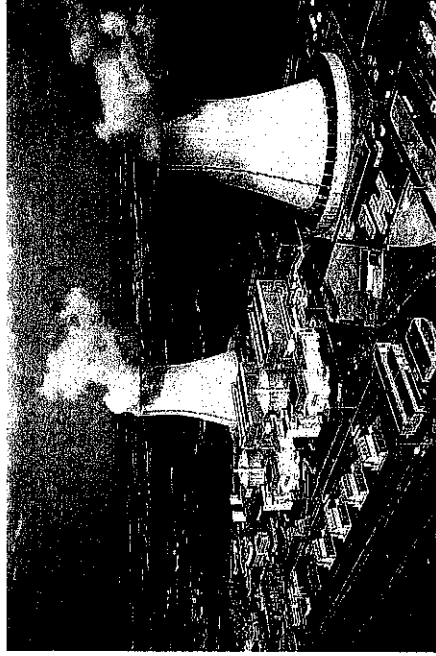
Background:

- All objects are made of super small particles called atoms.
- The center of every atom is called the nucleus
- The picture to the right is a model, real atoms look different but you can see that the nucleus is in the middle!

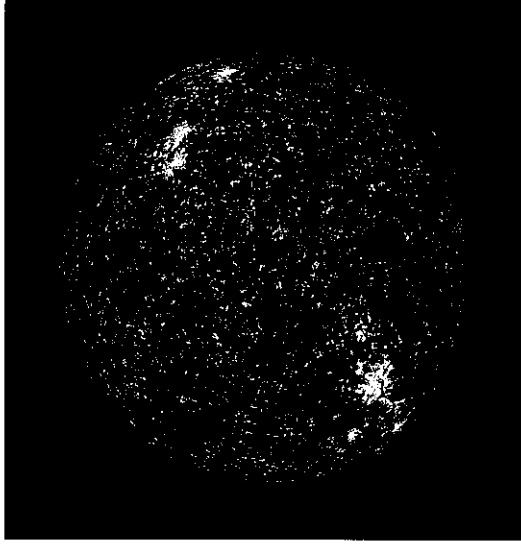


Nuclear energy is the type of potential energy that is stored in the nucleus of an atom. It is released during a nuclear reaction.

Nuclear Energy Examples



Nuclear energy is created in special nuclear power plants that capture the energy when a nucleus of an atom is split, this is called nuclear fission. That energy is then changed into electrical energy that can be used.

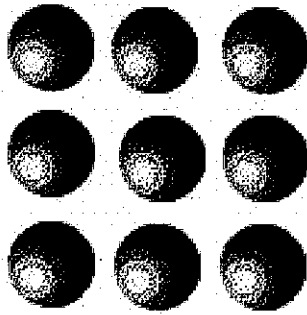


Nuclear fusion happens when atoms fuse together. This happens constantly in the sun which releases a huge amount of energy. We feel some of that energy on Earth as heat and light.

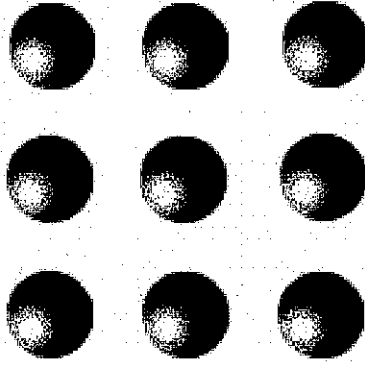
Thermal Energy

- **Thermal energy** is energy that comes from heat.
 - The heat is generated by the movement of tiny particles (atoms) within an object.
 - The faster the particles move, the warmer an object is.
 - The slower the particles move the colder an object is.
 - Just because the particles are moving, doesn't mean you can see them move! Look at the next slide to see examples.
 - So when the pan is hot on the stove, you don't see the atoms moving fast but they are
-

Thermal Energy



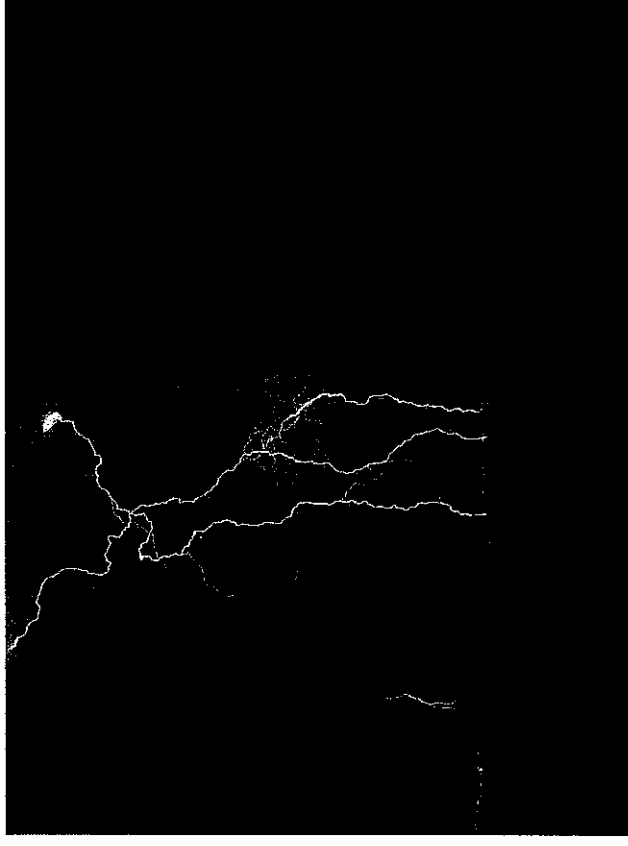
All particles in a solid
vibrate - even when
cold.



At higher temperatures they
vibrate faster and take up more
room - expand - but the
particles themselves are still the
same size.

Electrical Energy

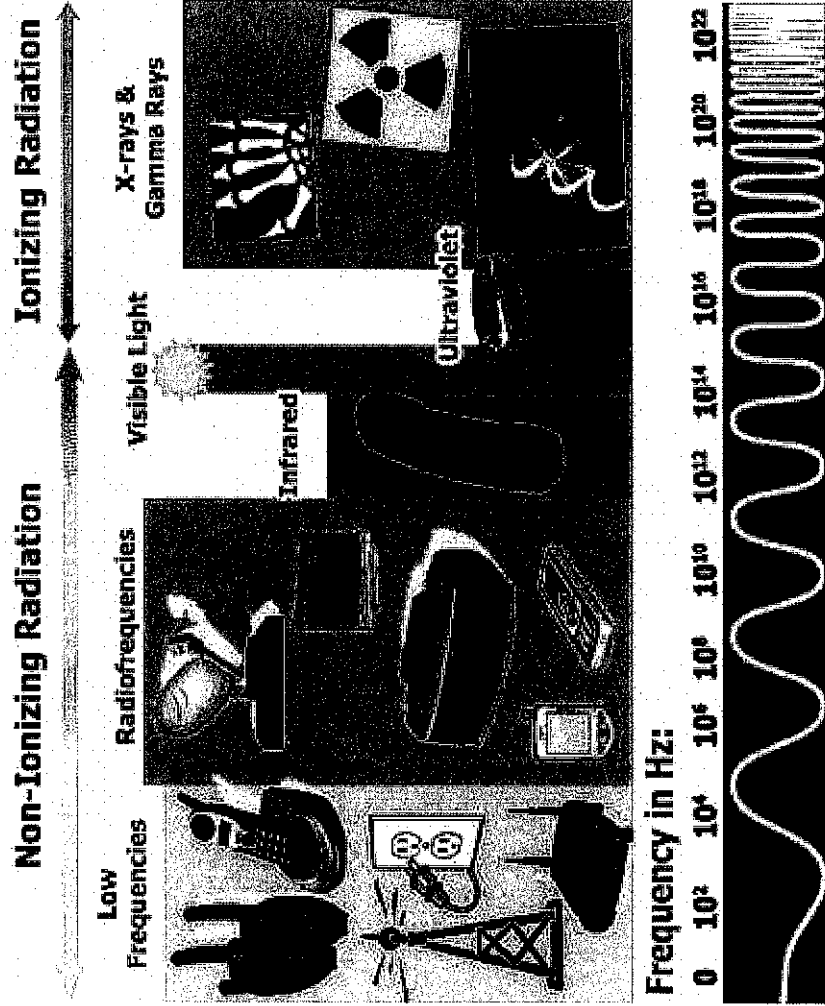
- Electrical energy is the energy of electric charges
- Examples:
 - Lightning
 - Electrical energy from batteries
 - Electrical lines to run computers, gaming systems, cell phones



Electromagnetic Energy

- **Electromagnetic energy** is a form of energy that travels through a space in waves.
 - The source of these waves is vibrating electric charges
 - **Examples:**
 - Microwaves use these waves to cook food
 - X rays use these waves to examine patients
 - Cell phones use these waves to send and receive messages
-

Electromagnetic Energy



Chemical Energy

- **Chemical energy** is potential energy stored in chemical bonds
 - **Chemical bonds** are what hold atoms together, when they are broken stored energy is released
 - **Examples:**
 - When your body digests food it converts chemical energy into energy your body can use
 - When you burn wood or coal it converts chemical energy into light and heat
 - Chemical batteries store chemical energy that is changed into electrical energy
-

Chemical Energy

Examples of Chemical Energy



COAL



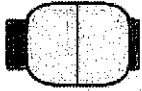
NATURAL GAS



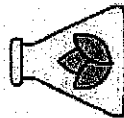
WOOD



PHOTOSYNTHESIS



PROPANE



BIOMASS



FOOD



PETROLEUM



CELLULAR RESPIRATION



CHEMICAL BATTERIES

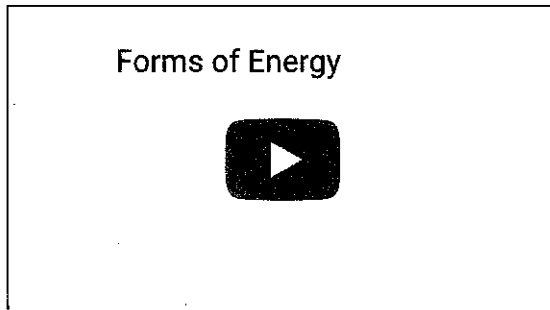
ThoughtCo.

Forms of Energy YouTube Questions

After watching the video answer these questions! I included the video with the assignments incase you need to watch it again!

* Required

Forms of Energy YouTube Vide



At the top of the hill, the roller coaster had what kind of energy? *

1 point

- potential
- kinetic

Mechanical energy= Potential Energy - Kinetic Energy *

1 point

- True
- False

A chemical reaction is when one chemical substance is transformed into another. *

1 point

- True
- False



Which is an example of light energy? *

1 point

- book
- pencil
- fire

The slower the electric charges are moving the more electrical energy they carry. *

- True
- False

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Forms of Energy Lesson Check

You can only do this once, so take your time and try your best!

* Required

A basketball has _____ energy when it is moving in the air towards the hoop. * 1 point

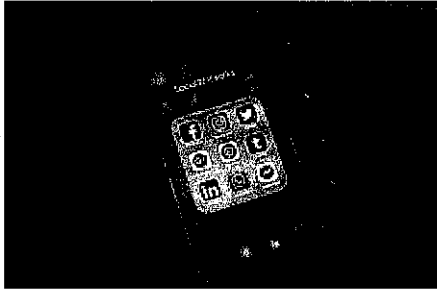
- chemical
- mechanical
- thermal

The potential energy of a car is 15 joules. Its kinetic energy is 10 joules. 1 point
What is the mechanical energy of the car? *

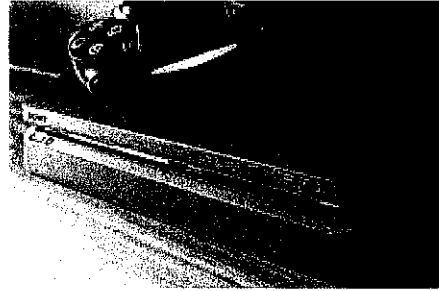
- 25 Joules
- 5 Joules
- 150 Joules



Select all the objects that are using electrical energy. You can select more than one. * 1 point



Cellphone



Game System

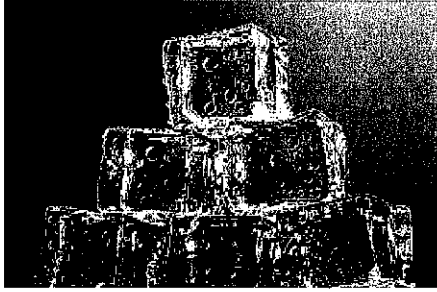


Books



Which object would have the most thermal energy?

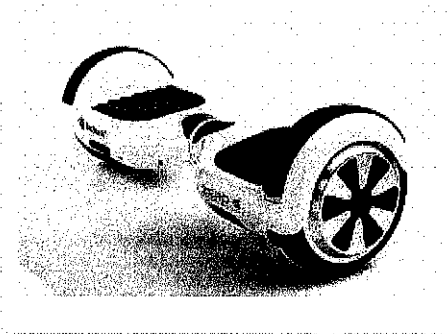
1 point



Ice



Fire



Hoverboard

Select all the statements that are true about nuclear energy. *

1 point

- The sun creates nuclear energy
- Nuclear energy deals with the motion of objects
- Nuclear energy deals with atoms

What kind of energy is in the foods we eat that helps give our bodies energy? *

1 point

- chemical
- nuclear
- electromagnetic



When you send and receive messages on your cellphone, what kind of energy is being used? *

1 point

- thermal
- mechanical
- electromagnetic



A girl is going for a walk on a sunny summer day. She goes to the park to play tag with her friends. After the park she gets an ice cream cone that starts to melt. She uses her cell phone to text her Mom that she is on her way home. After reading the story, identify 3 examples of energy in the story and identify what type of energy each example is. *

3 points

Forms of Energy

- Mechanical
- Nuclear
- Thermal
- Electrical
- Electromagnetic
- Chemical

Your answer

Submit

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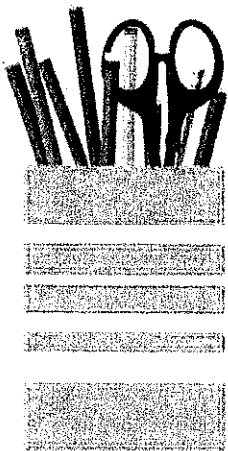
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5

Jessica has a total of 25 pens in her desk. Thirteen of the pens write with blue ink, eight of the pens write with black ink, and four of the pens write with red ink. What is the ratio of blue & black pens to red pens?



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6

The table below shows the number of books, by type, checked out of the school library this week. Which comparison of books displays a ratio of 6:1?

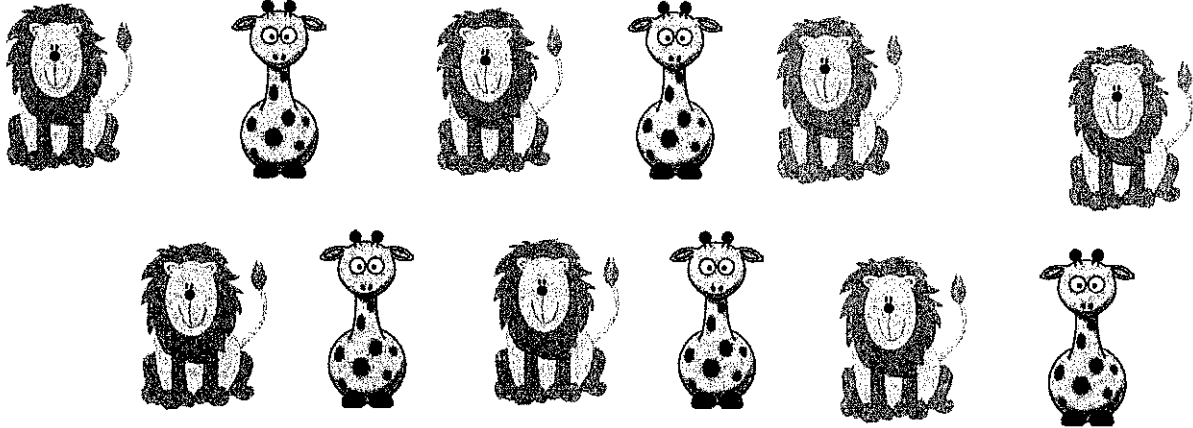
Book Type	Number of Books
Mystery	12
Biography	8
Comic	7
Art	2



© Mister Middle Math

3

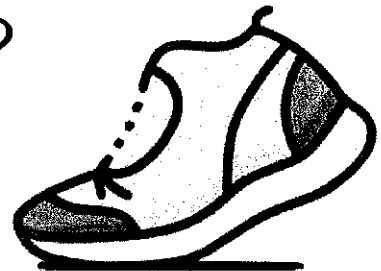
What is the ratio of giraffes to the total number of animals appearing in the picture below?



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4

Johnny goes to the mall and sees that he can purchase 2 pairs of his favorite sneakers for \$100. At that same rate, how much would it cost him to buy 6 pairs of his favorite sneakers?



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