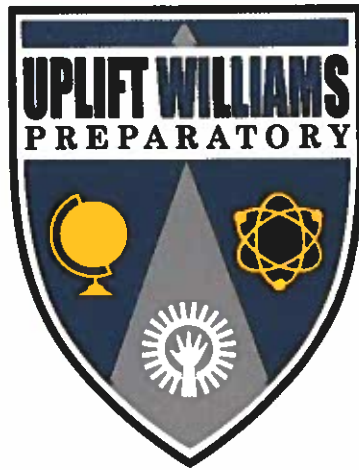


Name: _____

Williams Middle School

Rising 6th Grade Summer Homework



Instructions

- You have ELA, Humanities, Math, and Science summer work in this packet.
- You can complete the work on separate pieces of paper or you can do the assignments electronically and save them.
- All summer assignments will be due to your Middle School Advisor Friday August 13, 2021 [you can turn your assignments in as early as the first day of school, August 9, 2021, but the final date we will accept assignments will be Friday. This will be your first grade in each of the classes listed above.]

If you have any questions, you may e-mail any middle school leader:

Mrs. Bracher, Director: kbracher@uplifteducation.org

Mr. Hamlin, Dean: jhamlin@uplifteducation.org

Mr. Sapp, Dean: bsapp@uplifteducation.org

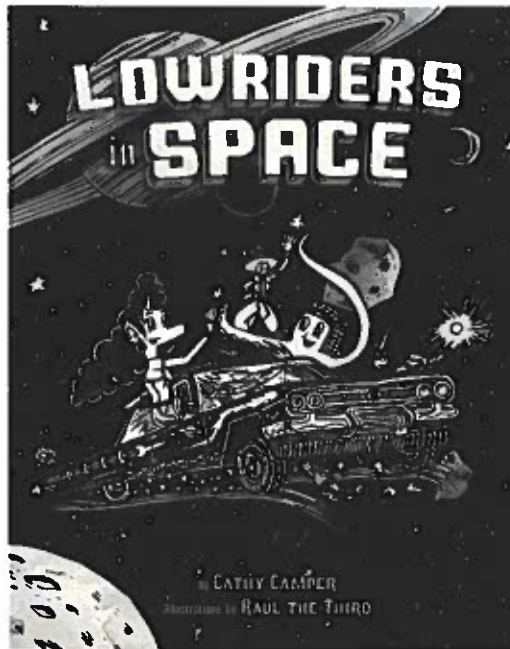
UPLIFT 6TH GRADE ELA 2021 SUMMER READING ASSIGNMENT

Due: Monday, August 9th, 2021

SCHOLAR DIRECTIONS

Read *Lowriders in Space* then answer the Questions After Reading (page 2) and complete the Alternative Book Report (page 3).

***Lowriders in Space* by Cathy Camper and Raul the Third**



Lupe Impala, El Chavo Flapjack, and Elirio Malaria love working with cars. You name it, they can fix it. But the team's favorite cars of all are lowriders—cars that hip and hop, dip and drop, go low and slow, bajito y suavequito. The stars align when a contest for the best car around offers a prize of a trunkful of cash—just what the team needs to open their own shop! ¡Ay chihuahua! What will it take to transform a junker into the best car in the universe?

A NOTE TO PARENTS

To share in the reading with your scholar, click [here](#) to access a discussion guide for *Lowriders in Space* from Texas Bluebonnet Award.

Questions After Reading

PART 1: QUESTIONS AFTER READING

After finishing your graphic novel, pick one question from each section (Comprehension, Author's Craft, and Characters & Setting) to answer.

Each answer must be at least 6 sentences in length. Your work must show care for content, quality, grammar, and mechanics. You must use text evidence from throughout the entire book to support your answers; be sure to include page numbers with your text evidence.

Comprehension

- A. Choose another book you have read. Consider the following: characters, setting, problem, solution, events, themes, etc. How were these books the same? How were they different? Use details from each text to support your answer.
- B. What was the central conflict in the story? Did the conflict in the story remind you of another conflict, either in your own life, in another story you have read, or in the world? How?

Author's Craft

- A. What is the theme of the book? How did the author develop this theme over the course of the book? What do you think the author wants you to gain from this story?
- B. How did the author choose to tell the story? In first or third person? From whose point of view? Why do you think the author chose to tell the story that way? How does the perspective influence how events are described?
- C. What was the tone of this book? The mood? Did it remain consistent throughout the piece or did it change? How did the author establish each?

Character & Setting

- A. How did the main characters change from the beginning of the story to the end of the story? How did their actions and behavior change? Their morals, values and beliefs? How would you describe the main character now that you have finished the story?
- B. Pick a character. How did you feel about this character at the beginning of the story? In the middle? At the end? Did your opinion of this character change as you read? Why or why not?
- C. How did the author make the setting realistic or believable? What elements did he/she choose to include? Was the setting essential to the story, or could the story have been set at another time or in another place? What makes you think that?

Alternative Book Report

PART 2: ALTERNATIVE BOOK REPORT

After finishing your graphic novel, complete *one* project from the list below. Your completed project must include at least 3 direct quotes from the text.

To complete the project, select a significant character from your graphic novel then complete the prompt using the character you selected. Your work must show care for content, quality, grammar, and mechanics.

Character Astrology Signs

After reading brief descriptions of the astrology signs, figure out which sign you think your character was born under. Write an explanation of why you think he or she fits the sign. Be sure to consider his or her actions, attitudes, and thoughts from throughout the book.

College Application

Create a college application for your character. On the application include *Name, Academic Rank in Class, High School Courses Taken and Grades, Extracurricular Activities, and Work Experience*. Then write a short essay (from his or her point of view) describing an experience, event, or person that had a significant impact on his/her life?

Movie Recommendations

Pick four movies you would recommend to your character. Give a brief summary of each movie and explain why you think your character should see it. Be sure to consider the character's likes and dislikes when making recommendations.

Dream Vacation

Pick a dream vacation destination for your character, describe it, and write a brief explanation of why he or she would want to go there. Then create a 5-day itinerary for his or her trip. Be sure to select activities you think your character would enjoy.

Current Events

Select three current events articles you think your character would be interested in reading. Then explain how your character would respond to each of the stories and the opinions your character would have about what was happening in the story.

Design a Bedroom

Design your character's bedroom. Draw it or write about it, making sure to include an explanation of why you designed the room as you did. Consider what he or she might keep in the closet, hang on the walls, or decorate the space.

HUMANITIES SUMMER START

HUMANITIES ASSIGNMENT PART 1

In 6th Grade you will begin to learn more about the world, its people, and its history through your studies in Humanities. This is an important field of study because by understanding the world it helps us understand ourselves and prepares us to make the best choices for the future. Next year, your class will focus on learning world geography. All parts of the summer assignment are designed to get you ready with a review of basic information and beginning skills practice.

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

Maps are the main ways that geographers communicate information. This assignment will help you learn some of the basics and practice reading maps.

Where in the World Are You?

Where are you in the world right now? You are probably in your home. Your home is in a neighborhood in a city. Your city is in a state. The state is in a country. And your country is on a continent. Seven continents cover Earth. Whew! Now where, exactly, did you say you were?

People need to be able to describe where they are located. Sometimes you need to describe approximately where you are. Sometimes you need to describe exactly where you are. Because of this, people have found ways to describe their position on Earth. More than 4,000 years ago, people began using maps to show what the world looked like. Maps are information tools. We can use maps to find and study certain places.

Maps are models of Earth and its features. People who make maps are called cartographers. These map makers use points, lines, symbols and color to explain details on the maps. Maps are always drawn on a flat surface. Earth isn't flat, though. Sometimes this makes a map hard to understand. That's why globes were invented.

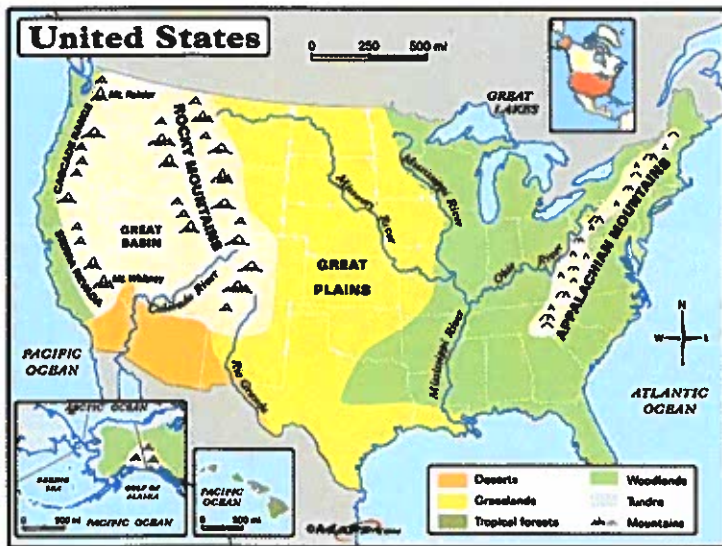
Long ago, people did not understand the shape or size of Earth very well. Explorers began to gather good information about Earth's features. Map makers began to show the world as a sphere. These special maps are called globes. Globes are great tools. On a globe, the places on Earth are in their correct positions. Globes show the correct shape of continents and bodies of water. Early explorers liked to use globes because they were easier to understand than maps.

Today people use both maps and globes. There are many different kinds of each. They can be used to find out all kinds of information about the world. Maps can help you learn about places and the people who live there. Knowing how to read maps is important.

Maps

There are many different types of maps. Not all maps look alike. They look different because they are used for different reasons. Cartographers often start with two basic types of maps. Then they add other information. Many maps start as either a physical map or a political map.

Physical maps show what the land looks like. These maps show the borders of places. Borders are the outside edges of a place. Physical maps also show bodies of water and use different colors to show how the land looks.



Another type of map is the political map. This type of map shows countries and states and their capitals. Borders are clearly marked. Political maps also show major cities in the states and countries. Many political maps use different colors to show different places.

Even though there are different types of maps for many different purposes, most maps have a few things in common. Maps have a title, a map key, a compass rose and a scale. Many maps also include a grid.

Title

Maps have titles, just like books. The title of a map tells you the subject of the map. You can use the title of the map to help you decide if the map will give you the information you need.

Map Key

The map key is an important part of the map. On most maps, the key is in a smaller box somewhere near the edge of the map. The key explains what symbols on the map stand for. Symbols are drawings or pictures on a map that stand for real things. Symbols can be colors, patterns, lines or special marks. They can stand for one thing on one map but mean something else on another map. It is important for you to study the map key before you begin using any map.

Compass Rose

The compass rose is a small drawing on the map that will help you find directions. It usually shows the four main, or cardinal, directions — north, south, east and west. A compass rose can also help you find the directions that are between the cardinal directions. These directions are called the intermediate directions. They are northwest, southwest, northeast and southeast.

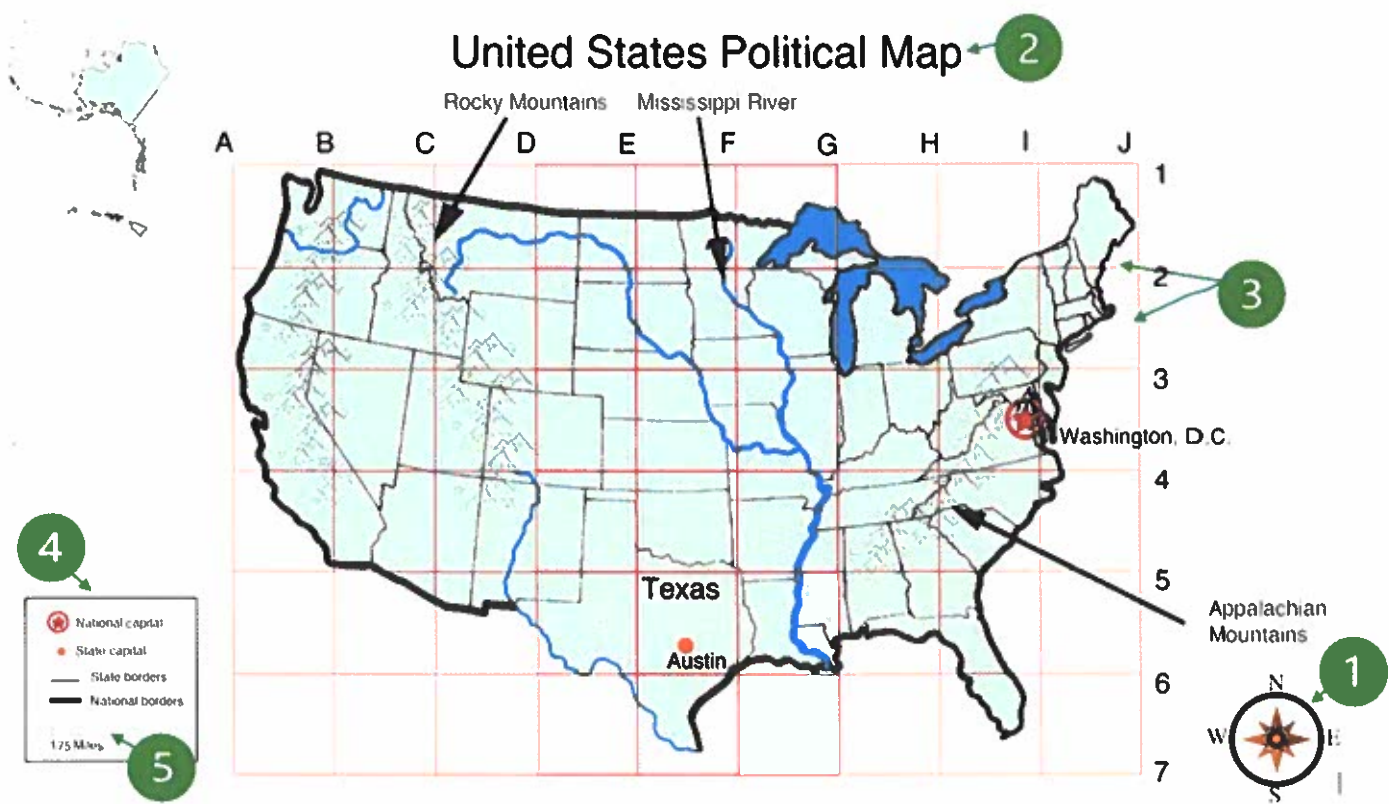
Map Scale

The map scale helps you compare distances on a map with real distances in the world. You can use a map scale to help you find how far it really is between places on a map. Look at the map scale on the map to the left.

Grid

To make it easier for you to find specific places on a map, cartographers sometimes add lines that cross each other in a pattern. This pattern of crossing lines is called a grid. The lines form boxes on the map.

Some maps and globes use a specific grid system called latitude and longitude. This system was designed as a grid for the whole world, using the equator and prime meridian as central points. Any location on Earth can be described using this grid system.

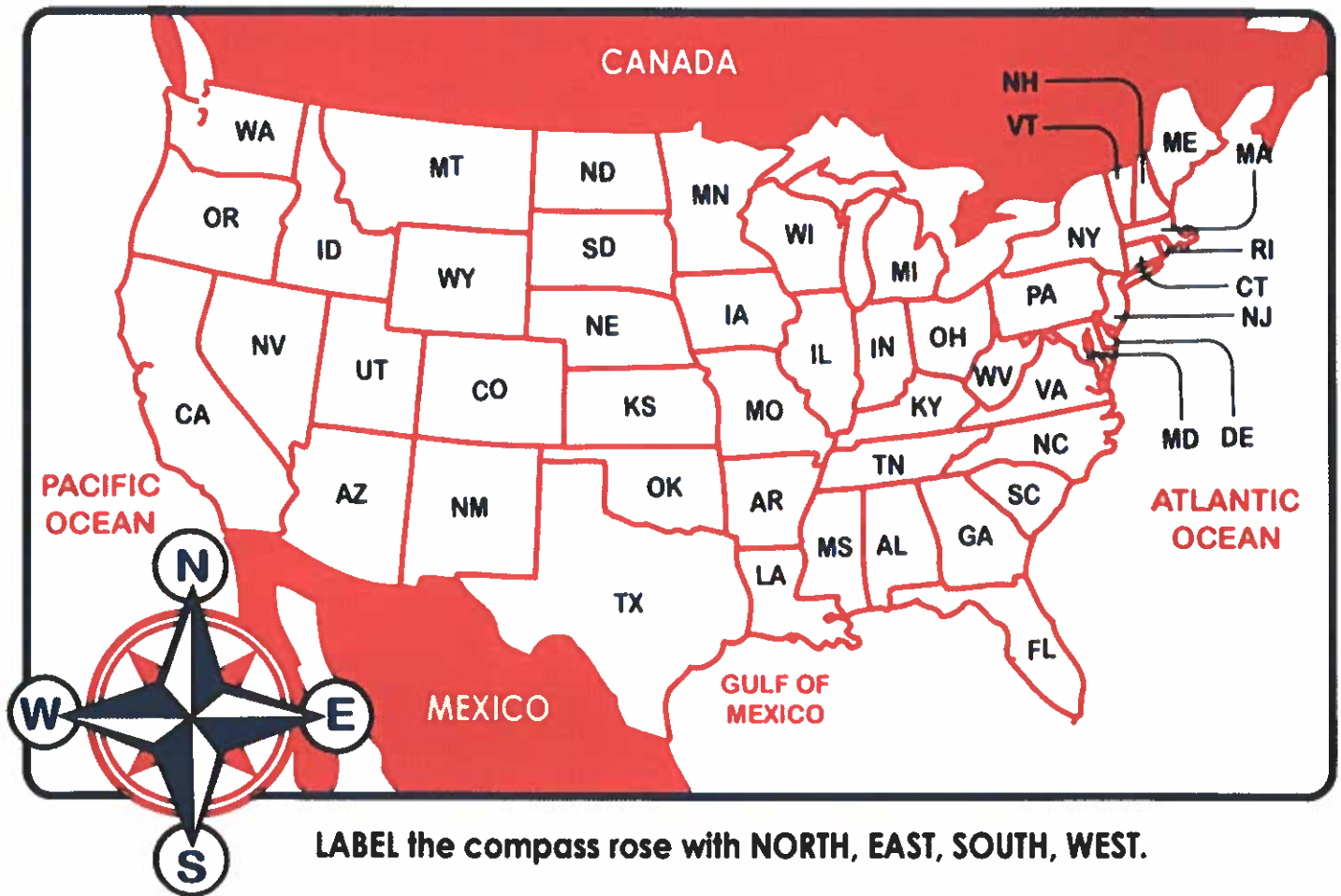


Fill out the graphic organizer below using the map and information in this article.

1. Write a sentence in your own words describing the purpose of each map part.
2. Find each part of the map above. Match the name of each part by putting the green number in the last column.

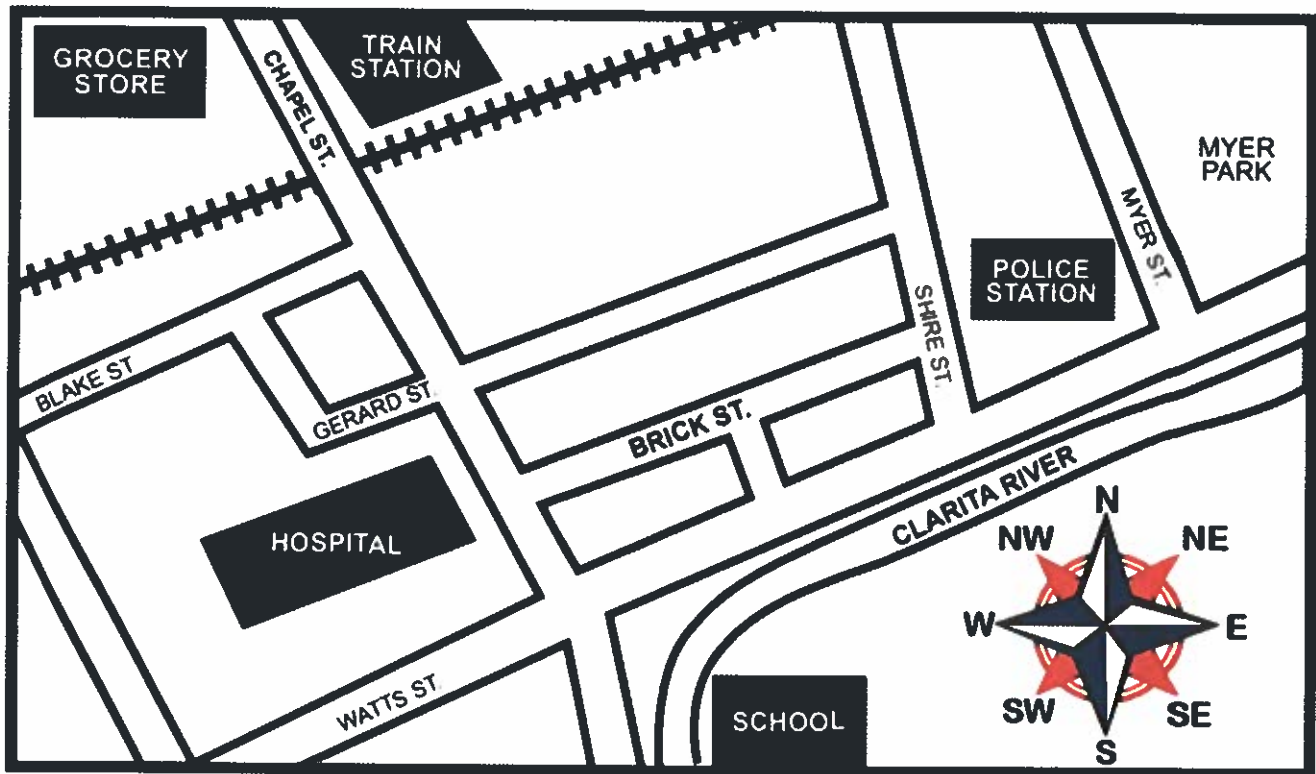
Map Part	Description	Green Map Number
Title		
Key		
Compass Rose		
Scale		
Grid		

Directions Practice: Use the maps below and answer the questions that follow after each one. The compass rose has been labeled for you.



LABEL the compass rose with NORTH, EAST, SOUTH, WEST.

1. What borders Texas to the North?
2. What borders Texas to the South?
3. What borders Texas to the East?
4. What borders Texas to the West?
5. From Texas, what direction is the Pacific Ocean?
6. What are three states that border the Pacific Ocean?
7. From Texas, what direction is Canada?
8. What states will you travel through to get to Canada from Texas?
9. From Texas, what direction is the Atlantic Ocean?
10. What state borders both the Atlantic Ocean and the Gulf of Mexico?



Highlight the correct answer:

1. Amy is a police officer and goes to the grocery store after work. What direction should she travel to go to the grocery store?
A. Northwest B. South C. Southwest D. Northeast
2. Karla goes to the park after school. What direction should she travel in to get to the park?
A. Southeast B. South C. Southwest D. Northeast
3. Deangelo lives on Brick Street. He needs to head in what direction to go to the grocery store?
A. North B. Northwest C. Northeast D. Southwest
4. David is a train conductor. He wants to meet an old friend at the Clarita River during his break. In what direction should he travel to go to the river?
A. Southwest B. Northeast C. Northwest D. Southeast
5. Rika is a teacher and takes the train home. In what direction should she travel to get to the train station?

A. Northeast

B. Southeast

C. Southwest

D. Northwest

6. Gina wants to go to the east entrance of the police station. What street is east of the station?

A. Shire St.

B. Blake Street

C. Myer St.

D. Gerard St.



Extension: Playing map games can be a fun way to begin to learn places on the map. Seterra is a website where you can play through a ton of differing ones. Each game comes with different "modes" that can help you learn the location, and test or challenge yourself.

Game Links

- Start with by learning [Continents and Oceans](#).
- If you're up for a challenge, try learning [all the U.S. States](#).
- There are [tons more games](#) available to check out too!

HUMANITIES CONNECTIONS TO LITERATURE

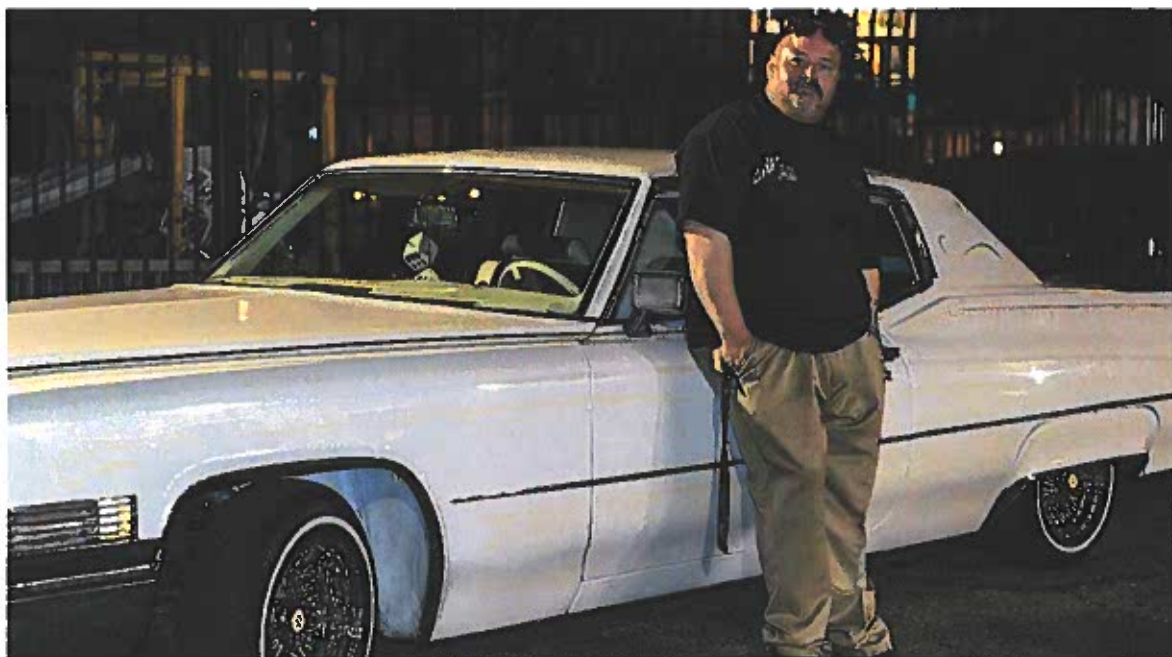
HUMANITIES ASSIGNMENT PART 2

In Humanities classes, we try to understand the world and its people. A big part of that includes the study of culture. Culture looks at the "way of life" for a group of people, including the things they do or believe. Some traits of culture are easy to identify, such as how people in a culture like to dress, or to eat, or what language they speak. Some traits of culture are harder to identify, such as what they believe is important or what they find funny. It can be challenging to fully understand your own culture because culture tells you what you think is "normal", but what is normal to you, might not be normal to people in another culture. We are often part of many different groups and each group might have its own culture. You will learn a lot more about culture this year!

It is important to understand and appreciate the cultures of others. One way that we can learn about different cultures is through books we read. Authors often share parts of their own culture when they write. *Lowriders in Space* is a great example of this. The book shares a lot about the culture of parts of the Mexican American community, especially those who love lowriders! This assignment is designed to help you learn more about the history and culture of lowriders. Here are two things to think about as do this assignment:

- How does understanding more about the history and culture of lowriders make you appreciate *Lowriders in Space*?
- How does understanding other cultures connect to learning to respect and value other people?

"Low and Slow": Latino Lowriders Artfully Cruise for Community.



Juan Ramirez stands with his 1970 Cadillac Coupe deVille named Sugar in Downey, California, on November 18, 2020. For Ramirez, lowriding is about "la familia" and showing "my kids I was doing something good — a small little legacy I can give them."

Juan Ramirez helped start the Los Angeles Lowrider Community (LALC). A lowrider is a person who drives a lowrider car, which is a vehicle that has been customized to have its body hang just above the ground.

Ramirez calls his car, a long, white 1970 Cadillac Coupe deVille, "Sugar." By day, Ramirez works as a welder in Los Angeles, California. By night, he cruises Whittier Boulevard in East Los Angeles with his wife and three kids.

Community is a key part of lowrider culture. And Whittier is the backbone of that community. The lowriders, shop owners and neighborhood members all have a respect for one another that goes back decades.

"My kids joke about stealing the car when I'm sleeping," Ramirez said. Their teasing shows they recognize the significance of their dad's car.

Johnny Torres is another member of LALC. He describes driving a lowrider car as if "you're driving on artwork, so you want to be delicate." He drives a baby blue '54 Chevy.

More Than Tricked-Out Cars

Ramirez first sat in a lowrider as a little boy. It was '64 Chevy Impala. He quickly learned that "getting into a nice car – you had to be very proper."

Respect – for property and for others – is a central belief in the lowrider community. It's one of the reasons why in October 2019, Ramirez started the LALC. It's an association of lowrider car clubs in Los Angeles and nearby cities. For LALC members, lowriding isn't just a commitment to a cool car; it's a commitment to the well-being of the community.

Lowriders And Chicano History

"A true lowrider rides from the heart. It's about family, respect and community," says Denise Sandoval. She's a professor of Chicana and Chicano studies at California State University, Northridge. Sandoval curated two exhibitions about lowrider culture for the Petersen Automotive Museum in Los Angeles.

LALC member Edward Villa began hosting car shows for his hometown, La Puente, California, 15 years ago. He wanted to bring Latino heritage to the city's car show. It featured hot rods and other classic cars, but few lowriders. He was motivated by the desire to educate the broader culture about the lowrider community and Chicano culture. The shows he helped to curate grew from about 40 cars to hundreds of cars.

Villa's and other members' altruism is motivated by their commitment to the community. They also want to dispel myths about lowriders. "I want the different cities to realize that we're

positive. We're just trying to bring the love for the cars," Villa said. "We just want to show that we have a lot of love for our community."



In the 70's and 80's women started to make their own clubs. Ladies Pride was one of the first all-women's car clubs in San Diego.

A History Of Social Justice

Sandoval notes that community activism within the lowrider culture dates back to the 1960s. She says that during the civil rights movement, "Lowriders were empowered to take pride in their community, fighting for social justice and using their culture not just to represent positivity, but to give back."

She credits the Dukes – LA's oldest car club, which started in 1962 – for being the first car club to embrace community activism. Members organized car shows that benefited Cesar Chavez, leader of the United Farm Workers movement, which worked to improve the conditions of agricultural workers and other laborers.

Sandoval said that so much of this history is unknown. She says lowriding emerged from the hot rod culture established in the 1930s and 1940s in Southern California. "Hot-rodders" preferred to ride fast and loud. Meanwhile, lowriders – who emerged shortly after – preferred to drive "low and slow," so they could be seen sporting nice cars and brown skin. It was important to be seen representing their families and neighborhoods.

This pride in culture, car and community is on display most weekends on Whittier Boulevard and throughout Los Angeles. The boulevard is the venue and the neighborhood is the crowd. The cars and their drivers are the main attractions.

LALC's goal is to continue to host events that highlight and boost the larger community. "We're not going to stop," Torres said. "We're going to take this culture into schools, into museums, into the mainstream."

Ramirez hopes his children preserve the lowriding lifestyle and tradition when they're old enough to drive. For him, it's all about la familia. Lowriding, he said, "is the only thing I can do to show my kids I was doing something good – a small little legacy I can give them."

- 1. What are some of the reasons that the Los Angeles Lowrider Community (LALC) was started?**
- 2. Why do you think it is important to Juan Ramirez to pass on lowriding traditions to his children?**
- 3. What are some of the traditions that have passed down to you from your parents or other family members?**
- 4. Some lowriders have artwork that represents important symbols from Chicana culture or history. Imagine you had your own lowrider. What are some images or symbols you might put on your car that would represent you?**

"Low & Slow: Culture on the Border" Video



Watch this video created by the El Paso Museum of History as part of their exhibit on the history and culture of lowriding. It has more information about the history and culture of lowriding.

[Access the Video Here](#)

1. What are three interesting facts or ideas that you learned from the video?

- a. (Fact 1)**
- b. (Fact 2)**
- c. (Fact 3)**

SCHOLAR NAME _____



uplifteducation

Rising 6th Grade
2021 Summer Assignment

Math and Science

Dear Uplift Families:

Through the years many parents have asked what can be done over the summer to maintain skills and develop mathematical and scientific thinking. Uplift has created blended summer math and science assignments to help your scholar retain his/her skills and to provide valuable practice over the summer. You should feel free to discuss the work with your child. Discussions are an important way for scholars to remember and retain concepts. Scholars may enjoy working with peers or parents as they practice. Again, this assignment is simply an opportunity for your scholar to maintain skills.

The assignment and answer keys are uploaded on your scholar's math Schoology course page and can be downloaded and printed at your convenience. Hard copies of the assignments are also available through your scholar's math teacher or in the school office.

A few things to note:

- Our goal is to have scholars experience doing math and science over the summer.
- Teachers hope that everyone attempts the packet.
- Teachers will be collecting packets (complete or incomplete) at the beginning of the 21-22 school year.
- Scholars may get guidance from sibling, parent, etc. If a scholar does not know how to do a certain problem, check the answer and work backwards.
- Feel free to use extra paper if more space is needed to work the problems.

Summer Assignments Overview

Math and Science Packet

The practice in this summer packet addresses the following critical areas scholars learned while in 5th grade:

- Math: Numbers and Operations, Algebraic Reasoning, Geometry and Measurement
- Science: Organisms and Environments

The packet contains **3 assignments** that engage the scholars in a blend of math and science:

- Part 1: Interdependency
- Part 2: Food Webs
- Part 3: Environmental Changes

MATHia Online

In addition to the Summer Math/Science Assignments, we also want to provide your scholar with the opportunity to engage in online math skills practice through the use of an online platform called MATHia. Within this program scholars will continue to refine their skills with fraction and decimal operations, ratios and proportions, and geometry concepts. This online program supports scholars to work independently by providing help and hints along the way.

We suggest scholars **engage on the MATHia program about 45 – 60 mins each week during the month of June**. Scholars may access their MATHia accounts through their Uplift Classlink system throughout the month of June. The MATHia system will shut down July 1st to prepare for the 21-22 school year.

If you have any questions, please reach out to your campus teachers or leaders.

STAAR GRADE 5 MATHEMATICS REFERENCE MATERIALS



PERIMETER

Square

$$P = 4s$$

Rectangle

$$P = 2l + 2w$$

AREA

Square

$$A = s \times s$$

Rectangle

$$A = l \times w$$

or

$$A = bh$$

VOLUME

Cube

$$V = s \times s \times s$$

Rectangular prism

$$V = l \times w \times h$$

or

$$V = Bh$$



STAAR GRADE 5 MATHEMATICS REFERENCE MATERIALS

LENGTH

Customary

1 mile (mi) = 1,760 yards (yd)

1 yard (yd) = 3 feet (ft)

1 foot (ft) = 12 inches (in.)

Metric

1 kilometer (km) = 1,000 meters (m)

1 meter (m) = 100 centimeters (cm)

1 centimeter (cm) = 10 millimeters (mm)

VOLUME AND CAPACITY

Customary

1 gallon (gal) = 4 quarts (qt)

1 quart (qt) = 2 pints (pt)

1 pint (pt) = 2 cups (c)

1 cup (c) = 8 fluid ounces (fl oz)

Metric

1 liter (L) = 1,000 milliliters (mL)

WEIGHT AND MASS

Customary

1 ton (T) = 2,000 pounds (lb)

1 pound (lb) = 16 ounces (oz)

Metric

1 kilogram (kg) = 1,000 grams (g)

1 gram (g) = 1,000 milligrams (mg)

Centimeters



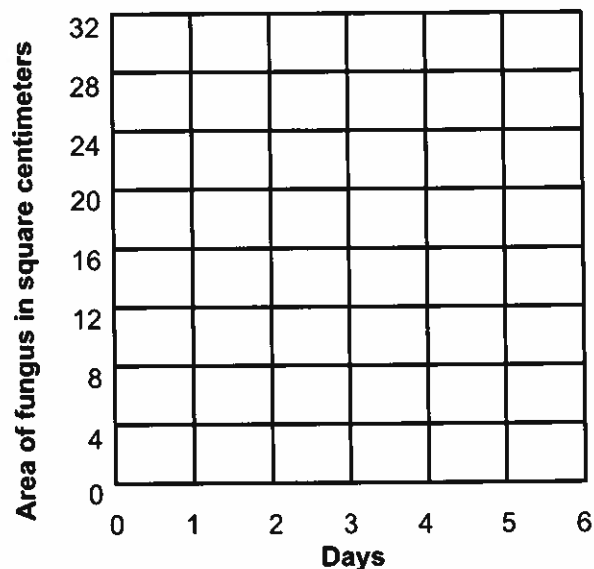
Name: _____ Date: _____

Organisms interact with both living and nonliving things to survive in their ecosystems.

Ariel tracks the growth of a certain fungus growing on a tree. The fungus needs the tree to live. Every day, she measures the area of the tree the fungus covers, and she records her results in the table below. Use her information to answer questions 1–5.

Day	1	2	3	4	5	6	7	8	9	10
Area of fungus (cm ²)	1	2	4	8	16	32				

- What is the pattern for the area of growing fungus?
Graph the data for days 1–6 on the coordinate plane below. Connect the points with a curved line.



- What area will the fungus most likely cover on day 7? Write an expression to help you solve this problem.
- What area will the fungus cover on days 8–10? Fill in the area on the chart.
- What day will the fungus cover an area that is 4 times the area of day 6?

- A violent storm occurs on day 10, and $\frac{3}{4}$ of the fungus is wiped out. How much area will the fungus cover now? _____ sq. cm.



Name: _____ Date: _____

Plants, herbivores, and carnivores rely on each other for survival. Plants make their own food from sunlight. In turn, herbivores eat the plants, and carnivores eat herbivores and other animals. Then we have omnivores, like you and me, who eat both plants and animals.

The tables below show the average numbers of plants, herbivores, and carnivores per square foot in four different states.

Average Number of Plants per Square Foot		Average Number of Herbivores per Square Foot		Average Number of Carnivores per Square Foot	
State	Plants per sq. ft.	State	Herbivores per sq. ft.	State	Carnivores per sq. ft.
Texas	0.040	Texas	0.178	Texas	0.093
Arizona	0.003	Arizona	0.013	Arizona	0.009
Washington	0.096	Washington	0.806	Washington	0.621
New York	0.06	New York	0.599	New York	0.377

- List the average number of plants per square foot in order from least to greatest by state:
a. _____ c. _____
b. _____ d. _____
- Use estimation to see which state has about 3 times more herbivores than another state:
- How many plants does Arizona have in an area of 1,000 square feet?

- Based on your answer, do you think Arizona has many herbivores?

- Does New York have enough plants to support the number of herbivores?

Explain your answer.

- Compare the total number of carnivores to the total number of herbivores in all states combined, using the symbol $<$, $>$, or $=$ in the circle below:
_____ ○ _____



Name: _____ Date: _____

Living organisms, including humans, can change their environment. We can predict the effects of changes to the environment caused by organisms.

Insects can be a nuisance to people and plants. We use pesticides to control insect populations; however, when insect populations decrease and the chemicals contaminate water sources, many of the animals that rely on those insects and water sources decrease in population.

The data below shows the decrease in a bird population of 2,500 birds over an 8-year time period from the use of a pesticide.

Loss of Bird Population Due to Pesticide Use

Years of use	1	2	3	4	5	6	7	8
Total loss of population	88	176	264	352	440			

- Write an equation that can be used to solve for the total population loss, t , in terms of the, y , years of use:
- Fill in the table, using your results from the equation above.
- What was the total loss after 11 years of use of the pesticide?

- How many birds will be lost after 28 years?

- Assuming no new birds were added to the population, how many birds are left?

- If no birds are added to the population, after how many years of use of the pesticide will the bird population die out?
