

**Christina School District Assignment Board**

**Grade Level: 6th**

**Week of April 20<sup>th</sup>, 2020**

		<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>ELA</b>		<i>Read the poem “Where the Sidewalk Ends”. As you read, underline examples of imagery. On the back of the poem or a blank sheet of paper write down your first reactions to the poem. How did it make you feel? What did you see and hear as you read? Now identify the theme and summarize in 1-2 sentences what you think the poem is saying.</i>	<i>Re-read the poem, answer the Text Dependent questions 1-7.</i>	<i>Read the poem “After Hours in Kindergarten”. As you read underline examples of imagery. On the back of the poem or a blank sheet of paper write down your first reactions to the poem. How did it make you feel? What did you see and hear as you read? Now identify the theme and summarize in 1-2 sentences what you think the poem is saying. Answer the Text Dependent questions 1-4.</i>	<i>In 1-2 paragraphs compare the two poems. What messages are both poets sending about imagination. Compare and contrast the author’s use of imagery to convey those messages?</i>	<i>As we are all confined to our homes think about where you would rather be or where you want to go when quarantine ends. Write a poem about this place. Use descriptive words (imagery) so that a reader can see, hear, feel even taste the place you are describing. Share your poem with another person.</i>
<b>Math</b>	<b>6</b>	<i>Unit Rates</i> Complete 7-24 and 7-25 (attached)	Complete 7-26 and 7-27. (attached)	Complete 7-30 and 7-31. (attached)	Complete p. 119 #8-12. (attached)	Complete 7-29 as a Journal Entry titled “Rates, Unit Rates, Tables, & Graphs”. (attached)
	<b>6+</b>	<i>More Addition of Integers and Rational Numbers</i> Complete 2-50 as a Journal Entry titled “Making Zeroes”. Then complete 2-58 and 2-59. (attached)	Complete 2-60, 2-61 and 2-62. (attached)	Complete Integer Practice Problem Worksheet #1-5. (attached)	Complete Integer Practice Problem Worksheet #6-9.. (attached)	Complete Puzzle Investigator Problem (PIP) 3 - Crossing Over.. (attached)

**Christina School District Assignment Board**

<p><b>Science</b></p>	<p><b>How Plates Affect Our Planet (part 1): Plates on the Move:</b> Read passage. Highlight, underline, and/or annotate for understanding. Write 2 or 3 things you learned from the passage that you want to remember.</p>	<p><b>How Plates Affect Our Planet (part 2): Pangaea:</b> Read passage. Highlight, underline, and/or annotate for understanding. Write 2 or 3 things you learned from the passage that you want to remember.</p>	<p><b>How Plates Affect Our Planet (part 3): Structure of the Earth:</b> Read passage. Highlight, underline, and/or annotate for understanding. Write 2 or 3 things you learned from the passage that you want to remember.</p>	<p><b>How Plates Affect Our Planet (part 4): Mountains:</b> Read passage. Highlight, underline, and/or annotate for understanding. Write 2 or 3 things you learned from the passage that you want to remember.</p>	<p><b>How Plates Affect Our Planet (part 5): Earthquakes:</b> Read passage. Highlight, underline, and/or annotate for understanding. Write 2 or 3 things you learned from the passage that you want to remember.</p>
<p><b>Social Studies</b></p>	<p>Complete Case 1 from the document titled, "Majority Rule Case Study"</p>	<p>Complete Case 2 from the document titled, "Majority Rule Case Study"</p>	<p>Complete Case 3 from the document titled, "Majority Rule Case Study"</p>	<p>Complete Case 4 from the document titled, "Majority Rule Case Study"</p>	<p>Complete Case 5 from the document titled, "Majority Rule Case Study"</p>

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Where the Sidewalk Ends

By Shel Silverstein  
1974

*Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, and author of children's books. "Where the Sidewalk Ends" is a poem from Silverstein's collection by the same name, which features poems alongside illustrations. As you read, take notes on how the author describes "where the sidewalk ends," and consider what the end of the sidewalk represents.*

- [1] There is a place where the sidewalk ends  
and before the street begins,  
and there the grass grows soft and white,  
and there the sun burns crimson bright,  
[5] and there the moon-bird rests from his flight  
to cool in the peppermint wind.

Let us leave this place where the smoke blows  
black

and the dark street winds and bends.

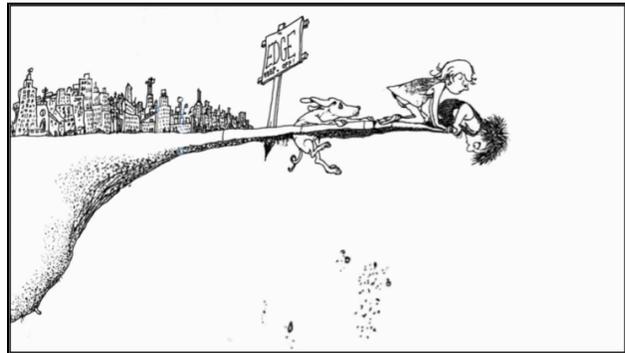
Past the pits where the asphalt flowers grow

- [10] we shall walk with a walk that is measured and  
slow

and watch where the chalk-white arrows go  
to the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,  
and we'll go where the chalk-white arrows go,

- [15] for the children, they mark, and the children, they know,  
the place where the sidewalk ends.



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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best describes the meaning of the phrase “peppermint wind,” as it is used in line 6? [RL.4]
  - A. The wind smells like sweet candy.
  - B. The wind is energizing and refreshing.
  - C. The wind is blue-green in color.
  - D. The wind is red-and-white in color.
  
2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
  - A. “soft and white” (Line 3)
  - B. “crimson bright” (Line 4)
  - C. “to cool” (Line 6)
  - D. “smoke blows black” (Line 7)
  
3. PART A: According to the narrator's descriptions, how does “a place where the sidewalk ends” and “this place” differ? [RL.4]
  - A. “The place where the sidewalk ends” is scary and unknown, while “this place” is familiar and comfortable.
  - B. “The place where the sidewalk ends” is dangerous because it is new, while “this place” is dangerous because it is old.
  - C. “The place where the sidewalk ends” requires accompaniment by children, while “this place” does not require accompaniment of any kind.
  - D. “The place where the sidewalk ends” is unknown and inviting, while “this place” is dirty and unwelcoming.
  
4. PART B: Which TWO details from the poem best support the answer to Part A? [RL.1]
  - A. “before the street begins” (Line 2)
  - B. “grass grows soft and white” (Line 3)
  - C. “Let us leave” (Line 7)
  - D. “measured and slow” (Line 10)
  - E. “chalk-white arrows” (Line 11)
  - F. “the children, they know” (Line 15)
  
5. How does the alliteration in line 9 contribute to the description of “this place”? [RL.5]
  - A. “Past the pits” sounds harsh, hissing, and unfriendly.
  - B. “[A]sphal[t] flowers” bring to mind a harsh and industrial place.
  - C. “Past the pits” sounds bouncy and playful.
  - D. “[A]sphal[t] flowers” would never grow in pits.

6. How does the point of view differ between the speaker and the person he is speaking to? [RI.6]
- A. The speaker doesn't know where the end of the sidewalk is, but the person he is speaking to does.
  - B. The speaker knows about the end of the sidewalk, and wants to make sure the person he is speaking to doesn't find it.
  - C. The speaker has heard of the end of the sidewalk, and is asking the person he is speaking to for help finding it.
  - D. The speaker knows about the end of the sidewalk, and wants to show it to the person he is talking to.

7. How do the children contribute to the theme of the poem? [RL.2]

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## After Hours in Kindergarten

By Kim Roberts  
2017

*Kim Roberts is an award-winning poet and editor. In this poem, a speaker describes looking at a school's art projects during geography week. As you read, take notes on the speaker's reaction to the different art projects they view.*

- [1] It's geography week at school.  
The kindergarten halls are lined  
with identical pictures: Mrs. Benton's  
penguins, repeated blobs in black and white.
- [5] I move out of the polar regions.  
What is that odd smell hiding beneath  
disinfectant? On a low table I find  
white styrofoam painted mud-brown,  
notched rectangles that once enclosed  
computer components,<sup>1</sup> now glued  
[10] in a standing row, topped with toilet paper rolls,  
also painted, topped with little paper  
Chinese flags, yellow stars on red.  
Why, it's the Great Wall of China!  
[15] Styrofoam walls, cardboard watch towers  
— I kneel to look closely —  
one of the wonders of the world,  
here between the girl's bathroom  
and the janitor's closet,  
[20] fantastic in fluorescent<sup>2</sup> light.



*"Great Wall of China" by Andi Gentsch is licensed under CC BY-SA 2.0.*

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1. **Components** (*noun*): a part of a larger whole  
2. emitting light

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the theme of the poem?
  - A. Something that looks ordinary at first can actually be beautiful or magical when you look more closely.
  - B. Children are more often excited by the simple pleasures of life than adults.
  - C. A child's imagination can allow them to explore any area of the world they wish to see.
  - D. Art has the ability to bring wonderful and strange places to life through the imagination of the artist.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "with identical pictures: Mrs. Benton's / penguins, repeated blobs in black and white." (Lines 3-4)
  - B. "I move out of the polar regions. / What is that odd smell hiding beneath / disinfectant?" (Lines 5-7)
  - C. "Styrofoam walls, cardboard watch towers / — I kneel to look closely —" (Lines 15-16)
  - D. "one of the wonders of the world, / here between the girl's bathroom / and the janitor's closet" (Lines 17-19)
  
3. Which of the following describes how the speaker is affected by seeing the Great Wall of China?
  - A. They are surprised to see it in such an ordinary location.
  - B. They are confused by what it is because it has too many parts.
  - C. They are unimpressed by its poor construction and lack of detail.
  - D. They are sad that they have never had the chance to visit it.

4. How does the title of the poem contribute to the development of the poem's theme?

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**Math 6 – Week of April 20<sup>th</sup>**

**Unit Rates**

7-24. MAXIMUM MILES - The table below compares how many miles are traveled to how many gallons of gas are used for two different cars.

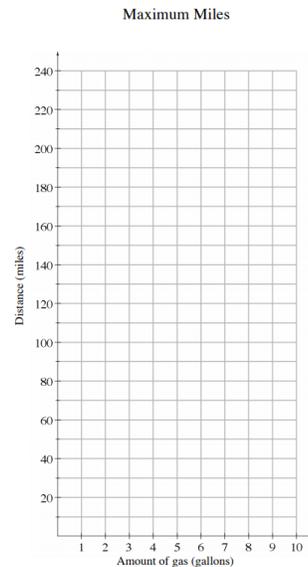
- a. Copy and complete the table below for Cars A and B.

Gas (gallons)	Distance for Car A (miles)	Distance for Car B (miles)	Distance for Car C (miles)
0	0	0	
3		54	
5	150		
6	180		
10		180	
12			

- b. Which car can travel the farthest on 5 gallons of gas?  
 c. A third car (Car C) uses 6 gallons of gas to travel 120 miles. Add a fourth column to the table in part (a) and complete the other five ratios of gallons and miles in the table for Car C.

7-25 Manufacturers often advertise the miles per gallon, or mpg, for the cars they make. This measurement is a special kind of rate called a **unit rate**, because it is the mileage for one unit (one gallon) of gasoline.

- a. Calculate the unit rate (mpg) for each car in problem 7-24. List the cars in order from highest mpg to lowest. Explain how you made this calculation.



- b. Graph the distance and gallons of gas used for all three vehicles.

- c. How can the graph help us compare the unit rates (miles per gallon) of the different cars? List the cars in order from the one with the steepest line to the one with the least-steep line. Which car goes farthest for each gallon of gas it uses?

7-26 Tamika and Lois like to knit. Tamika started knitting last week, but Lois is just starting now. The girls knit at different rates than each other, but each one's rate is constant. The tables below show information about the number of inches of scarf knitted per hour after Lois joins Tamika.

- a. Complete the columns below for Tamika and Lois.

Time (in hours)	Tamika's Length (in Inches)	Lois' Length (in inches)	
0		0	
1	7		
2	9	6	
3			

- b. At what rate does Tamika knit? How can you use the table to find her rate?
- c. At what rate does Lois knit? Explain how you found your answer.
- d. Lois decided that she wants her scarf to be 27 inches long. How long will it take her to complete the scarf?
- e. If Tamika and Lois both knitted at their unit rates for 12 hours total, how long would each of their scarves be? Explain how you found each of your answers.
- f. If you graphed the data (so that  $x$  is the number of hours and  $y$  is the number of inches) for both Tamika and Lois on the same graph, which line would appear steeper? Explain why it would be steeper.

7-27 Olivia was curious about how fast she knits. She decided to measure how much she could knit in 10 hours. She already had a scarf started and recorded her data in the table below.

- a. If Olivia knits at a constant rate, what is Olivia's knitting speed in inches per hour?
- b. How much will Olivia have knitted in 12 hours? How does this compare to Tamika and Lois?

Olivia

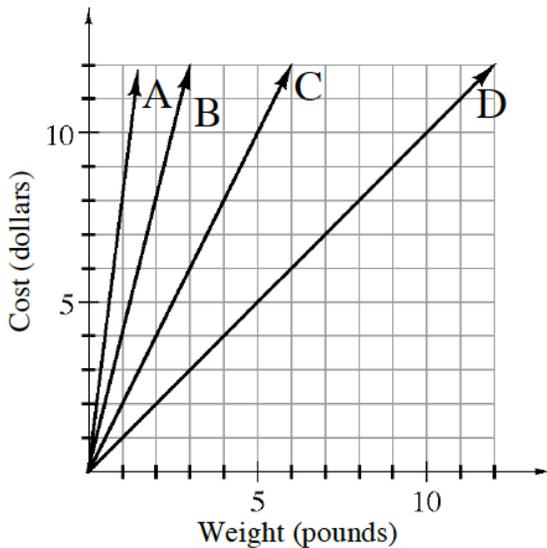
Time (in hours)	Length (in inches)
0	8
10	53

7-30 Which company offers the lowest unit rate per minute? Show how you decided.

Company	Price	# of minutes
AB & C	\$19.95	100
Berizon	\$24.95	150
Cinguling	\$9.95	60
DWest	\$14.75	100

7-31 The graph below shows the cost per pound of strawberries at four different stores.

- At which store are strawberries about \$2 per pound?
- What is the rate of cost of strawberries at store B?
- Which store has the most expensive strawberries? How can you tell?



7-29 Journal Entry – Think about what you have learned so far about rates and unit rates. What is the difference between a rate and a unit rate? Write a Journal Entry that explains how to find a rate and a unit rate from a table. How can you compare rates using a graph? How can you find a unit rate from a graph? Be sure to include examples. Title this entry "Rates, Unit Rates, Tables, and Graphs" and include today's date.

### Example 3

A train in France traveled 932 miles in 5 hours. What is the unit rate in miles per hour?

Unit rate means the denominator needs to be 1 hour so:  $\frac{932 \text{ mi}}{5 \text{ hr}} = \frac{x}{1 \text{ hr}}$ . Solving by using a Giant One of  $\frac{0.2}{0.2}$  or simple division yields  $x = 186.4$  miles per hour.

### Problems

Solve each rate problem below. Explain your method.

1. Balvina knows that 6 cups of rice will make enough Spanish rice to feed 15 people. She needs to know how many cups of rice are needed to feed 135 people.
2. Elaine can plant 6 flowers in 15 minutes. How long will it take her to plant 30 flowers at the same rate?
3. A plane travels 3400 miles in 8 hours. How far would it travel in 6 hours at this rate?
4. Shane rode his bike for 2 hours and traveled 12 miles. At this rate, how long would it take him to travel 22 miles?
5. Selina's car used 15.6 gallons of gas to go 234 miles. At this rate, how many gallons would it take her to go 480 miles?
6. Arrange these readers from fastest to slowest: Abel read 50 pages in 45 minutes, Brian read 90 pages in 75 minutes, and Charlie read 175 pages in 2 hours.
7. Arrange these lunch buyers from greatest to least assuming they buy lunch 5 days per week: Alice spends \$3 per day, Betty spends \$25 every two weeks, and Cindy spends \$75 per month.
8. A train in Japan can travel 813.5 miles in 5 hours. Find the unit rate in miles per hour.
9. An ice skater covered 1500 meters in 106 seconds. Find his unit rate in meters per second.
10. A cellular company offers a price of \$19.95 for 200 minutes. Find the unit rate in cost per minute.
11. A car traveled 200 miles on 8 gallons of gas. Find the unit rate of miles per gallon and the unit rate of gallons per mile.
12. Lee's paper clip chain is 32 feet long. He is going to add paper clips continually for the next eight hours. At the end of eight hours the chain is 80 feet long. Find the unit rate of growth in feet per hour.

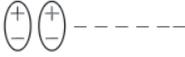
## Math 6+ – Week of April 20<sup>th</sup>

### More Addition of integers and Rational Numbers

2-50 Journal Entry - How can you describe two numbers that add to zero? Use as many real-world contexts as you can to provide examples. Label this journal entry "Making Zeros" and label it with today's date.

2-58 For each expression below:

- Build each expression with + and – tiles
- Sketch each collection of + and – tiles and find the value of the expression.
- Write the solution as an equation.
- (a) is done for you below.

a.  $-8 + 2 = -6$       

b.  $-5 + (-3)$       e.  $-4 + 3$

c.  $2 + (-4)$       f.  $-4 + 8 = (-2)$

d.  $-7 + (-7)$       g.  $-3 + 5 + 3$

h.  $-6 + 6$

2-59 Think about the problems you have worked on involving positive and negative numbers. How would you find the answer to  $-200+14$ ? Without using your calculator, find the sum. Describe your strategy.

2-60 Using the same method, simplify the expressions below.

a.  $-100 + 50$       c.  $-25.63 + (-30.59)$

b.  $-3058 + (-6014)$       d.  $75 + (-30) + 160 + (-29)$

2-61 Can you put together any number of + and – tiles to get any value? Consider this question as you answer the following questions.

- To start, consider the number  $-3$ . Can  $-3$  be represented by a pile containing a total of 19 tiles? Of 22 tiles?
- Write a general description of the total number of + and – tiles that could be in a pile represented by  $-3$ .
- Choose another number and describe the number of + and – tiles in the piles it could represent.
- Can any number be represented with any number of + and – tiles? Explain.

2-62 Sketch each expression using + and – tiles or draw it on a number line. Then find the simplified value of each expression.

a.  $-5 + 6 + 4$       c.  $8 + |(-2) + (-3)|$

b.  $7 + (-3) + (-4)$       d.  $|-5| + 3 + 6$

## Integer Practice Problem Worksheet #2

1. Set a timer for 8 minutes. See how many integer sums you are able to complete.

+	-9	-7	11	6	-2	-5	8	-10	1	-4	3	-12
2												
-5												
8												
-12												
-10												
7												
-1												
-6												
4												
3												
-11												
-9												

For 2-8, write an expression for each problem. Then find the simplified value of the expression.

- Jerry has overdrawn his account by \$15. There is a \$10 service charge for an overdrawn account. If he deposits \$60, what is his new balance?
- The outside temperature at noon was 9 degrees Fahrenheit. The temperature dropped 15 degrees during the afternoon. What was the new temperature?
- The temperature was 10 degrees below zero and dropped 24 degrees. What is the new temperature?
- The football team lost 4 yards on one play and gained 9 yards on the next play. What is the total change in yards?
- You have a bank account balance of \$357 and then write a check for \$486. What is your new balance?
- The Roman Empire was established in 509 B.C. and fell 985 years later. In what year did the Empire fall?
- A submarine descended 32 feet below the surface of the ocean. It then rose 15 feet to look at a shark. What is the submarine's current depth?

9. Kyle has four integer cards. Two cards show positive integers and two cards show negative integers.



- What is the sum of all four cards?
- What is the largest sum Kyle can make with any two cards?
- What is the smallest sum Kyle can make with any two cards?
- What is the largest sum that Kyle can make with any three cards?
- What is the smallest sum that Kyle can make with any three cards?

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### PUZZLE INVESTIGATOR PROBLEM (PIP) 3 - CROSSING OVER

Elizabeth, Brian, Dean, and Leslie want to cross a bridge. They all begin on the same side and have only 17 minutes to get everyone across to the other side.

To complicate matters, it is nighttime and there is only one flashlight. A maximum of two people can cross at one time. Any group that crosses, either 1 or 2 people, must have the flashlight with them. The flashlight must be walked back and forth; it cannot be thrown.

Each student walks at a different speed. A pair must walk together at the rate of the slower student's pace.

<b>Elizabeth:</b>	1 minute to cross
<b>Brian:</b>	2 minutes to cross
<b>Dean:</b>	5 minutes to cross
<b>Leslie:</b>	10 minutes to cross

For example, if Elizabeth and Leslie walk across first, 10 minutes have elapsed when they get to the other side of the bridge. If Leslie returns across the bridge with the flashlight, a total of 20 minutes has passed, and you have failed the mission.

**Your Task:** Find a strategy that can get everyone across in 17 minutes. Use diagrams and words to help clearly explain your strategy.

# How Plates Affect Our Planet: Plates on the Move

131 words

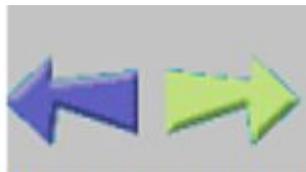
*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

Look around you. It may seem that the earth is perfectly still. But the earth's outer shell, or surface, is actually moving all the time.

The earth's thin outer shell is broken into big pieces called tectonic plates. These plates fit together like a puzzle, but they're not stuck in one place. They are floating on the earth's mantle, a really thick layer of hot flowing rock. The flow of the mantle causes the plates to move in different directions. When the edges of plates meet, four things can happen:



**Slip:** two plates slide past each other



**Spreading:** two plates move apart from each other



**Collision:** two plates crash and fold up

Even though plates move very slowly, their motion, called plate tectonics, has a huge impact on the earth. Plate tectonics form the oceans, continents, and mountains. It also helps us understand why and where events like earthquakes occur and volcanoes erupt.

# How Plates Affect Our Planet: Pangaea

*This article is provided courtesy of the American Museum of Natural History.*

About 200 million years ago, all the continents on the Earth were actually one huge "supercontinent" surrounded by one enormous ocean. This gigantic continent, called Pangaea, slowly broke apart and spread out to form the continents we know today.

Sound amazing? Believe it or not, the continents have come together and spread apart at least three times before. After all, our planet is 4.5 billion years old. On that time scale, 200 million years ago isn't such a long time!

What can make the continents move? Plate Tectonics!

Scientists have found many kinds of evidence that support this idea. Here are just a few:

- The shapes of continents fit together like a puzzle. Just look at the east coast of South America and the west coast of Africa—it's almost a perfect fit!
- Identical rocks have been found on different continents. These rocks formed millions of years ago, before the continents separated. They formed from the same minerals and under the same conditions.
- Fossils of the same kinds of dinosaurs, Mesosaurus, have been found in South America and Africa. These dinosaurs roamed the Earth before the two continents broke apart.



*All the Earth's continents were once combined in one supercontinent, Pangaea.*

*Over millions of years, the continents drifted apart.*

# How Plates Affect Our Planet: Structure of the Earth

256 words

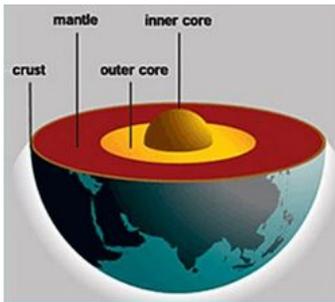
*This article is provided courtesy of the American Museum of Natural History.*

Imagine you could travel from one point on Earth straight through the center of the planet and out the other side. Your journey would be nearly 12,870 kilometers (8,000 miles).

Along the way, you'd pass through all of Earth's layers:

## Crust

- The rocky surface of the Earth is a thin outer shell, much thinner than the other layers.
- The land that we see, or continental crust, is about 30 kilometers (19 miles) thick. Under the sea, oceanic crust is much thinner (8 to 10 kilometers, or 5 to 6 miles thick), but it's also much heavier.



- The Earth's crust and the top part of the mantle are broken into ten large plates and many smaller ones.
- Most plates are made of both continental and oceanic crust.

## Mantle

- The crust floats on a thick layer of rock, almost 100 times thicker than continental crust.
- The solid rock isn't like the rock we know. Extreme heat makes it move in circles.
- It flows very, very slowly, but it's enough to cause the plates above it to move over long periods of time.
- The plates move about 8 centimeters (3 inches) per year.

## Core

- The core is even thicker than the mantle.
- It's made of a liquid metal outer core that flows around a solid metal inner core.
- The motion in the outer core creates a magnetic field around the Earth. It's the same field that makes a compass work!
- The core gives off incredible heat, which is one of the driving forces that causes the mantle to flow.



# How Plates Affect Our Planet: Mountains

172 words

*This article is provided courtesy of the American Museum of Natural History.*

It may seem like the Rocky Mountains have been there forever, but these mountains are very young compared to the age of the Earth. In the history of the Earth, mountain chains like the Rockies have risen and worn away many times.

Mountains form where two continental plates collide. Since both plates have a similar thickness and weight, neither one will sink under the other. Instead, they crumple and fold until the rocks are forced up to form a mountain range. As the plates continue to collide, mountains will get taller and taller.



*The youngest mountains on Earth, like the Himalayas in Asia, are high. They started forming 60 million years ago and are still rising. Mount Everest in the Himalayas is the tallest mountain in the world.*



*Old mountain ranges, like the Appalachians in the eastern U.S. are not as high. They stopped forming long ago, and have been worn down over millions of years by the erosive power of water and wind. The Appalachians formed about 400 million years ago.*

# How Plates Affect Our Planet: Earthquakes

222 words

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

Earthquakes can cause the ground to shake and crack apart. Earthquakes can be very powerful, and if they occur in or near areas where people live, they can make buildings collapse, bridges sway, and roads buckle.

But not all earthquakes are powerful enough to cause damage. In fact, earthquakes are happening all the time, on land and in the ocean. Most are so small that people don't even feel them.

An earthquake is the sudden movement of the Earth's crust. Earthquakes occur along fault lines, cracks in the Earth's crust where tectonic plates meet. They occur where plates are subducting, spreading, slipping, or colliding. As the plates grind together, they get stuck and pressure builds up. Finally, the pressure between the plates is so great that they break loose. Depending on how much pressure has built up, the ground may tremble slightly or shake forcefully.

Scientists describe the intensity of an earthquake using the Richter Scale. It measures earthquakes on a scale of 1 to 10. People barely feel a magnitude 3 earthquake, and windows might rattle at magnitude 4. A magnitude 6 earthquake is considered major, causing houses to move and chimneys to fall. The largest earthquake on record had a magnitude of 9.5.



*An Alaskan earthquake caused the ground to crack apart.*



*This highway in California collapsed during an earthquake.*

## Majority Rule Case Study Social Studies Home Learning Activities

<b>Standard Benchmark</b>  Civics 2a	Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.
<b>Grade Band</b>	6-8
<b>Vocabulary/Key Concepts</b>	Majority, minority, majority rule, minority rights

### Focus Questions:

1. When should the rights of minorities outweigh the will of the majority?
2. How are minorities protected from abuse by a majority?

## Activity

### Introduction

Overall, the American people accept the principle of majority rule. Simply explained, majority rule is the idea that decisions should be based on what more than half of the people want. However, we know that a majority – the group with most people - can abuse a minority. For example, a majority of five people in a group of seven could vote to beat-up the two minority persons in the group.

Well aware of the potential danger of majority rule, the American people have come to accept a more sophisticated definition. Our definition suggests that decisions should be based on whatever more than half of the people want, but **ONLY** if what the majority wants does not result in harm to a minority, or take away their rights. To ensure that the minority is protected (because we might all be part of a minority at some point in time), those who make policies have passed laws and regulations that serve as a shield for those who are vulnerable.

It is also important to understand that the meaning of the word “minority” is not limited to the group with few people. In special legal situations, the word “minority” has been used to describe a group with little if any **power**. Even though a so-called “minority group” may have more people, they may not be liked, have very little power, and are always more at risk of being abused.

Read the following case studies and decide whether they are cases where the minority should be protected, or the majority should be allowed to rule?



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There are **five cases** to consider.

## Case 1

The Ninth Amendment to the Constitution is interpreted to suggest that American citizens have the right to travel.

Lawmakers in State A issue an emergency declaration informing people who live in other states that they may not enter State A until further notice. The officials are trying to prevent those from other states bringing germs into their state.

Many people who do not live in State A own a second vacation home in State A. In some instances, the people who own second homes live in states where a pandemic is really bad. They want to go to their vacation homes where they believe that their families might be safer. They complain that the emergency declaration issued by the lawmakers in State A's declaration is a violation of their rights to use their property and travel.

1. Who is the majority in this case? \_\_\_\_\_
2. Who is the minority? \_\_\_\_\_

**Analyze:** Have the rights of the minority been disregarded?

<b>Best Arguments for the Majority</b> Lawmakers	<b>Best Arguments for The Minority</b> People who own vacation homes in State A

### Conclude

Knowing what you know about majority rule and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.



## Case 2

The Second Amendment to the Constitution is interpreted to state the citizens of the United States have a right to “bear arms” (in other words, own guns).

Lawmakers in State B pass an emergency law requiring all “non-essential” businesses, including gun stores, to close until the pandemic is over. A “none-essential” business is one that sells goods or services that are not needed in order to survive. Those who want to be allowed to purchase guns argue that the emergency law is illegal because it denies them the right to bear arms.

1. Who is the majority in this case? \_\_\_\_\_
2. Who is the minority? \_\_\_\_\_

**Analyze:** Have the rights of the minority been disregarded?

Best Arguments for the Majority	Best Arguments for The Minority

### Conclude

Knowing what you know about majority rule and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.



# Case 3

The Fifth Amendment to the Constitution contains the right to “due process”. You may recall learning about due process in 5<sup>th</sup> grade. Due process means that government must pass laws that are fair then use fair procedures to enforce those laws.

Lawmakers in State C pass an emergency law that makes it illegal to go outside one’s home during a pandemic except for medical reasons, to purchase groceries, or to walk a pet. The pandemic is in its worst phase. The number of people with the virus has never been higher. Police have been told to enforce the emergency law and fine anyone breaking the law \$1,000.

One day police see a man walking through a park by himself. They immediately issue him a ticket for \$1,000 and order him to return to his home.

1. Who is the majority in this case? \_\_\_\_\_
2. Who is the minority? \_\_\_\_\_

**Analyze:** Have the rights of the minority been disregarded?

Best Arguments for the Majority	Best Arguments for The Minority

## Conclude

Knowing what you know about due process, majority rule, and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.



## Case 4

The first Amendment to the Constitution guarantees American citizens the right to freedom of religion. One clause, known as the “free exercise” clause, notes that people have the right to exercise the religion of their choice. Every right has “scope” meaning that there are limits to rights. An example often mentioned involves the freedom of speech. A person cannot shout “fire” in a crowded movie theater if there is no fire because people could be harmed or even killed in the stampede to get out of the movie theater.

Lawmakers in State D pass a law that requires people to stay at home except for essential purposes during a highly contagious pandemic. A pastor of a church tells the people who go to his church that going to church is essential, and he arranges for a bus pick up people who want to go to church. Over 100 people go to the church on Sunday. Police then arrest the pastor of the church.

1. Who is the majority in this case? \_\_\_\_\_
2. Who is the minority? \_\_\_\_\_

**Analyze:** Have the rights of the minority been disregarded?

Best Arguments for the Majority	Best Arguments for The Minority

### Conclude

Knowing what you know about freedom of religion, the COVID-19 pandemic, majority rule, and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.



# Case 5

The Environmental Protection Agency was created in 1970 to pass regulations and encourage voluntary actions that help conserve our nation's natural resources and protect the American people from environmental pollution e.g. air and water pollution. Some of the regulations require the owners of companies, businesses, and factories to do things that cost them money (e.g. treating hazardous waste to get rid of dangerous chemicals before disposing of it, installing screens on top of smoke stacks to reduce air pollution, eliminating harmful contaminants from drinking water, placing labels on products that allow consumers to choose products with safer chemical ingredients, making farmers use more expensive pesticides because they do less damage to the environment etc.). There are many such regulations.

The COVID-19 pandemic has had a terrible impact on many American businesses. People are required to stay at home; many stores have been listed as "non-essential" and have had to close. Many businesses are struggling to survive and workers are losing their jobs at historic rates.

In response to the serious economic crisis brought on by a pandemic, some business owners asked the federal government to relax regulations so that they could save money, their businesses, and jobs. Government officials have agreed to do this. One unintended problem is that many of the factories that pollute are located in areas where many poor people live because it is cheaper to build factories there.

1. Who is the majority in this case? \_\_\_\_\_
2. Who is the minority? \_\_\_\_\_

**Analyze:** Have the rights of the minority been disregarded?

Best Arguments for the Majority	Best Arguments for The Minority

## Conclude

Knowing what you know about the Environmental Protection Agency, majority rule, and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.

