

Name:

Week of: March 30, 2020

Grade 6

Mentor, Room 1 – Mrs. Neff

Remember to check Seesaw daily! Complete activities and post your work. Mrs. Neff and Ms. Nikki will both be checking Seesaw.

MATH

- Resources: multiplication chart, divisibility rules, reducing fractions
- Homework – complete each day
- Multiplying Mixed Numbers
 - notes provided
 - Worksheet complete all problems
 - Multiplying Mixed Numerals worksheet, complete all problems
- Weekly Assessment

ELA

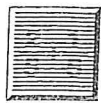
- Homework – complete each day
- Weekly Quiz
- Novel – “Max the Mighty” (this book follows “Freak the Mighty”!)
 - Read chapter 1-3
 - Complete day 1 worksheet
 - Read chapter 4-6
 - Complete day 2 worksheet

SCIENCE/SOCIAL STUDIES

- Lesson 2 – China’s Past
 - Read the lesson
 - Answer questions 2-4 in complete sentences on page 112 on a separate sheet of paper or post on Seesaw
- Lesson 3 – Legacy of Thought
 - Read the lesson
 - Answer questions 2-4 in complete sentences on page 117 on a separate sheet of paper or post on Seesaw

Don’t forget to go on Freckle for fact practice and adaptative practice, typing or any other program we use at school! Use your password sheet for the login information.

Notes



SKILL 12: Multiplying Mixed Numbers

To multiply two mixed numbers, first write each mixed number as an improper fraction. Then multiply the two improper fractions. Be sure to write the product in simplest form.

Example 1

Multiply: $1\frac{1}{2} \times 3\frac{1}{2}$.

Write each mixed number as an improper fraction.

Multiply the numerators.

Then multiply the denominators.

Multiply and simplify.

So, $1\frac{1}{2} \times 3\frac{1}{2} = 5\frac{1}{4}$.

$$1\frac{1}{2} = 1 + \frac{1}{2} = \frac{2}{2} + \frac{1}{2} = \frac{3}{2}$$

↑ add

↑ multiply

$$1\frac{1}{2} \times 3\frac{1}{2} = \frac{3}{2} \times \frac{7}{2}$$

$$= \frac{3 \times 7}{2 \times 2}$$

$$= \frac{21}{4} = 5\frac{1}{4}$$

Example 2

Multiply: $4 \times 1\frac{3}{5}$.

Write each factor as an improper fraction. $4 \times 1\frac{3}{5} = \frac{4}{1} \times \frac{8}{5}$

Multiply the numerators.

Then multiply the denominators.

Multiply and simplify.

So, $4 \times 1\frac{3}{5} = 6\frac{2}{5}$.

$$= \frac{4 \times 8}{1 \times 5}$$

$$= \frac{32}{5} = 6\frac{2}{5}$$

SKILL 12: Practice

Worksheet

Multiply. Simplify each product.

1. $3\frac{3}{4} \times 2\frac{1}{2} =$ _____
2. $1\frac{3}{8} \times 2\frac{1}{4} =$ _____
3. $5 \times 2\frac{1}{8} =$ _____
4. $3\frac{2}{3} \times 1\frac{1}{2} =$ _____
5. $\frac{1}{3} \times 2\frac{5}{6} =$ _____
6. $2\frac{1}{5} \times 1\frac{5}{6} =$ _____
7. $3\frac{1}{4} \times 2\frac{2}{3} =$ _____
8. $2 \times 1\frac{3}{10} =$ _____
9. $1\frac{2}{5} \times 3\frac{1}{3} =$ _____
10. $1\frac{1}{6} \times 3\frac{1}{5} =$ _____
11. $4 \times 3\frac{1}{3} =$ _____
12. $6\frac{1}{2} \times 1\frac{3}{5} =$ _____
13. $4\frac{1}{2} \times 1\frac{1}{4} =$ _____
14. $1\frac{3}{4} \times 5 =$ _____
15. $1\frac{1}{8} \times 2\frac{1}{6} =$ _____
16. $3 \times 3\frac{1}{6} =$ _____
17. $1\frac{1}{4} \times 5\frac{1}{3} =$ _____
18. $2\frac{2}{5} \times 1\frac{1}{2} =$ _____
19. $4\frac{2}{3} \times 1\frac{1}{8} =$ _____
20. $3\frac{3}{4} \times 4\frac{1}{5} =$ _____
21. $\frac{2}{3} \times 2\frac{1}{2} =$ _____
22. $2\frac{1}{4} \times 5\frac{2}{3} =$ _____
23. $2\frac{2}{3} \times 6\frac{1}{2} =$ _____
24. $1\frac{1}{8} \times 6 =$ _____

Solve.

25. A certain granola cereal has 240 calories in each 1 cup serving. How many calories are in a serving of $1\frac{1}{3}$ cups of the cereal? _____
26. Samantha earns \$18 per hour. How much will she earn if she works for $12\frac{3}{4}$ hours? _____

TEST PREP

27. Find the product: $2\frac{1}{2} \times 3\frac{1}{5}$.

A $2\frac{1}{10}$ C $6\frac{1}{10}$
 B $6\frac{1}{7}$ D 8

Skill 12

28. Which is the best estimate of $1\frac{3}{10} \times 5\frac{1}{9}$?

F 0 H 10
 G 5 J 12

Skill 9

Lesson 7.4**Multiplying Mixed Numerals**

$$2\frac{1}{5} \times 1\frac{1}{4} = \frac{11}{5} \times \frac{5}{4}$$

$$= \frac{55}{20}$$

$$= 2\frac{15}{20} = 2\frac{3}{4}$$

Write the mixed numerals as improper fractions.

Multiply fractions.

Write the answer in simplest form.

Multiply. Write answers in simplest form.

$$1. \quad 2\frac{1}{4} \times 3\frac{1}{3} = \underline{\hspace{2cm}}$$

$$5\frac{1}{2} \times 1\frac{1}{6} = \underline{\hspace{2cm}}$$

$$3\frac{1}{4} \times 4\frac{2}{3} = \underline{\hspace{2cm}}$$

$$1\frac{6}{7} \times 2\frac{2}{3} = \underline{\hspace{2cm}}$$

$$2. \quad 1\frac{7}{10} \times 4\frac{3}{4} = \underline{\hspace{2cm}}$$

$$3\frac{3}{5} \times 4\frac{1}{7} = \underline{\hspace{2cm}}$$

$$1\frac{5}{9} \times 3\frac{1}{2} = \underline{\hspace{2cm}}$$

$$6\frac{2}{3} \times 2\frac{1}{9} = \underline{\hspace{2cm}}$$

$$3. \quad 5\frac{3}{5} \times 2\frac{1}{4} = \underline{\hspace{2cm}}$$

$$6\frac{1}{3} \times 1\frac{2}{5} = \underline{\hspace{2cm}}$$

$$9\frac{1}{2} \times 2\frac{2}{7} = \underline{\hspace{2cm}}$$

$$2\frac{6}{7} \times 5\frac{1}{7} = \underline{\hspace{2cm}}$$

$$4. \quad 8\frac{1}{6} \times 2\frac{1}{2} = \underline{\hspace{2cm}}$$

$$3\frac{1}{8} \times 1\frac{5}{8} = \underline{\hspace{2cm}}$$

$$7\frac{1}{2} \times 1\frac{1}{5} = \underline{\hspace{2cm}}$$

$$3\frac{5}{6} \times 3\frac{1}{5} = \underline{\hspace{2cm}}$$

$$5. \quad 1\frac{7}{12} \times 2\frac{5}{6} = \underline{\hspace{2cm}}$$

$$2\frac{1}{6} \times 7\frac{1}{2} = \underline{\hspace{2cm}}$$

$$2\frac{1}{8} \times 3\frac{1}{4} = \underline{\hspace{2cm}}$$

$$8\frac{2}{3} \times 4\frac{1}{2} = \underline{\hspace{2cm}}$$

HW - Mon.

CCSS 6th Grade Math Review 30A

Name _____

1. $56.2 \cdot 0.3 =$

2. Write an integer for each situation.

5 degrees above 0 _____

4 stories below ground level _____

a deposit of 50 dollars _____

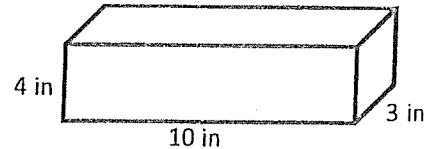
3. Fill out the function table for this equation: $y = 2x + 3$

x	y

4. Emily buys 18 balloons. Three are red, five are white, and the rest are blue. What is the ratio of blue balloons to the total number of balloons?

5. What is 30% of 19?

6. Find the surface area of the rectangular prism.



7. Find the GCF for:

10 and 25 _____

16 and 6 _____

20, 36, and 48 _____

8. Imogene had $\frac{5}{8}$ yard of ribbon. She cuts it into $\frac{1}{8}$ -yard pieces. How many pieces of ribbon did she cut?

9. $4^3 + 9 \cdot 2^2 - 10 =$ _____

10. Fill out the missing values.

Fraction	Decimal	Percent
$\frac{1}{2}$		
	0.4	
		30%

Name _____

1. $27.1 \div 2.6 =$

2. Write an integer for each situation.

12 degrees below 0 _____

a withdrawal of \$20 _____

a positive charge of 5 _____

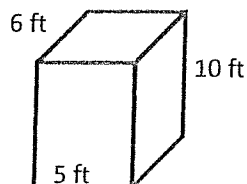
3. Fill out the function table for this equation: $y = 10x - 3$

x	y

4. The baby nursery has 3 nurses for every 12 babies. What is nurse to baby ratio?

5. What is 45% of 20?

6. Find the surface area of the rectangular prism.



7. Find the GCF for:

12 and 8 _____

6 and 15 _____

16, 18, and 30 _____

8. Cassidy cooks $\frac{3}{4}$ cup of vegetables. If she put the same amount into 3 bowls, how much did she put in each bowl?

9. $36 \div 6 + 2 \cdot 12 =$ _____

10. Fill out the missing values.

Fraction	Decimal	Percent
	0.88	
$\frac{1}{3}$		
		45%

Hw- Wed.

CCSS 6th Grade Math
Review 30C

Name _____

1. $97.1 \cdot 0.8 =$

2. Write an integer for each situation.

13 degrees above 0 _____

a withdrawal of \$75 _____

5 meters below sea level _____

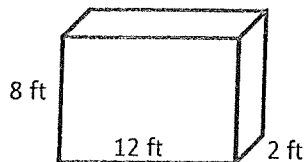
3. Fill out the function table for this equation: $y = 4a - 3$

x	y

4. Emily buys 18 balloons. Three are red, five are white, and the rest are blue. What is the ratio of blue and red balloons to white balloons?

5. What is 20% of 120?

6. Find the surface area of the rectangular prism.



7. Find the GCF for:

9 and 15 _____

16 and 48 _____

6, 10, and 28 _____

8. Madalyn made 6 cups of punch. She poured $\frac{2}{3}$ -cup into each glass. How many glasses of punch did she pour?

9. $(4^2 + 5) \cdot 2 + 15 =$ _____

10. Fill out the missing values.

Fraction	Decimal	Percent
		15%
	0.75	
$\frac{2}{3}$		

Hw - Thurs.

Name _____

CCSS 6th Grade Math Review 30D

1. $0.67 \cdot 0.05 =$ _____

2. Write an integer for each situation.

a debt of \$30 _____

a loss of 12 yards _____

1,058 feet above sea level _____

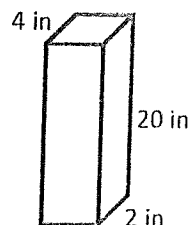
3. Fill out the function table for this equation: $y = 5x + 6$

x	y

4. There are 25 students in the class. 5 students are in the school play. What is the ratio of students who are not in the play to those who are in the play?

5. What is 85% of 175?

6. Find the surface area of the rectangular prism.



7. Find the GCF for:

10 and 30 _____

16 and 32 _____

14, 35, and 70 _____

8. Dakota has 12 chapters left to read in his book. If he reads $\frac{2}{3}$ of a chapter each night, how many nights will it take him to finish?

9. $(30 \div 5)^2 + 3^3 =$ _____

10. Fill out the missing values.

Fraction	Decimal	Percent
	0.72	
$\frac{4}{5}$		
		90%

CCSS 6th Grade Math Review 30 Quiz

1. $16.5 \cdot 2.4 =$ _____

2. Write an integer for each situation.

16 degrees below 0 _____

a negative charge of 5 _____

a withdrawal of \$45 _____

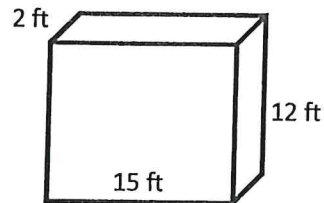
3. Fill out the function table for this equation: $y = 6x - 4$

x	y

4. The math team has 5 boys and 8 girls. What is the ratio of boys to total members of the math team?

5. What is 25% of 160?

6. Find the surface area of the rectangular prism.



7. Find the GCF for:

16 and 24 _____

8 and 12 _____

45, 60, and 90 _____

8. John made $9\frac{1}{2}$ cups of pasta. How many $\frac{1}{2}$ -cup servings did he make?

9. $5 + 4^2 \div 2 =$ _____

10. Fill out the missing values.

Fraction	Decimal	Percent
$\frac{1}{4}$		
	0.6	
		2%

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Zach had liked soccer for a long time. In fact, he had been playing since he was six years old. But until now, he had only played in a neighborhood soccer league. That changed one day when he heard the morning announcements at school. The principal announced that the school would be starting a soccer team! Zach was so excited about it that he almost didn't listen closely to the details. But he did hear the most important information. There would be a meeting on Wednesday for everyone who was interested in being on the soccer team. Zach didn't want to miss out on that meeting, so he wrote down the time. He would have to talk to his parents about it, but he was sure they would let him join the team. After all, they hadn't had a problem letting him play in the neighborhood league.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

1. Why is Zach excited?

- (A) His school is starting a baseball team.
- (B) He got a very good grade on a test.
- (C) His school is starting a soccer team.
- (D) He just won a big prize.

3. Which prefix could you add to *interested* to make an antonym for it?

- (A) uni-
- (B) chrom-
- (C) sub-
- (D) un-

2. What makes Zach think his parents will let him join the team?

- (A) They let him play in the neighborhood team.
- (B) He already asked them if he could join.
- (C) Both his parents play soccer.
- (D) The principal asked them if he could join the team.

4. Which word in the text is used as an adjective to describe a league?

- (A) soccer
- (B) team
- (C) Zach
- (D) played

5. What does the phrase *to miss out on* mean?

- (A) to leave out
- (B) to feel lonely for
- (C) to attend
- (D) to lose a chance for

____/5
Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____/5
Total

Zach's school was starting a soccer team, and he wanted to join it. Zach already played for a neighborhood soccer league. So when he asked his parents about trying out for the school team, they were concerned. They thought he might be so busy with soccer that he wouldn't have time for his schoolwork. But Zach explained that he would rather play for the school team. If he made that team, he would stop playing in the neighborhood league. The neighborhood league was for younger kids anyway, and Zach was getting too old for it. So his mom and dad said that he could try out for the school team. On tryout day, Zach got to the field early to practice—and so did a lot of other kids. But Zach was a good player, so when it was his turn to try out, the coach chose Zach immediately.

1. Where does the end of this story take place?

- (A) at home
(B) on a soccer field
(C) at a swimming pool
(D) in a forest

2. Why does Zach want to play for the school team and **not** the neighborhood league?

- (A) Zach is getting too old for the neighborhood league.
(B) Zach is too young for the neighborhood league.
(C) Zach was not picked for the neighborhood team.
(D) The neighborhood league has ended.

3. What does the word *already* tell you about what Zach was doing?

- (A) He wants to keep playing in the neighborhood league.
(B) He does not want to play soccer.
(C) He is not playing in the neighborhood league.
(D) He was playing in the neighborhood league before the story starts.

4. What does the adverb *immediately* indicate to readers?

- (A) The coach chose Zach after a long time.
(B) The coach chose Zach very quickly.
(C) The coach chose Zach reluctantly.
(D) The coach chose Zach last.

5. Which word or phrase holds the same meaning as the word *rather*?

- (A) object to
(B) never
(C) prefer to
(D) sometimes

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Zach played on his school's new soccer team, and he really enjoyed it. Practices were difficult, but he was learning a lot. Soon, the school's team started playing some other teams. At first, Zach's school didn't win very many games, and losing was very disappointing. But the coach told the team not to give up. He explained that every new team loses games while everyone learns to work together. He promised the team members that if they worked hard and helped one another, the team would begin to win, and after a few more games, it started to happen. Zach's team won the first one, and then another game, and it wasn't long until they started winning most of their games. Zach couldn't have been happier! Then came very good news: The team was going to play in this year's soccer tournament!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

1. What good news does the team get?

- (A) There are some new people on the team.
- (B) Zach will play more often.
- (C) The team will play in this year's soccer tournament.
- (D) The team is getting new equipment.

2. Why does Zach's team start to win games?

- (A) The team has new uniforms and new soccer balls.
- (B) Zach is the best player on the team.
- (C) The other teams do not play very well.
- (D) The team members work hard and help one another.

3. Which word has the same meaning as *give up*?

- (A) begin
- (B) quit
- (C) complain
- (D) prevail

4. Which noun describes a series of games?

- (A) tournament
- (B) coach
- (C) team
- (D) game

5. Which word or phrase is an antonym of *disappointing*?

- (A) infuriating
- (B) saddening
- (C) pleasing
- (D) confusing

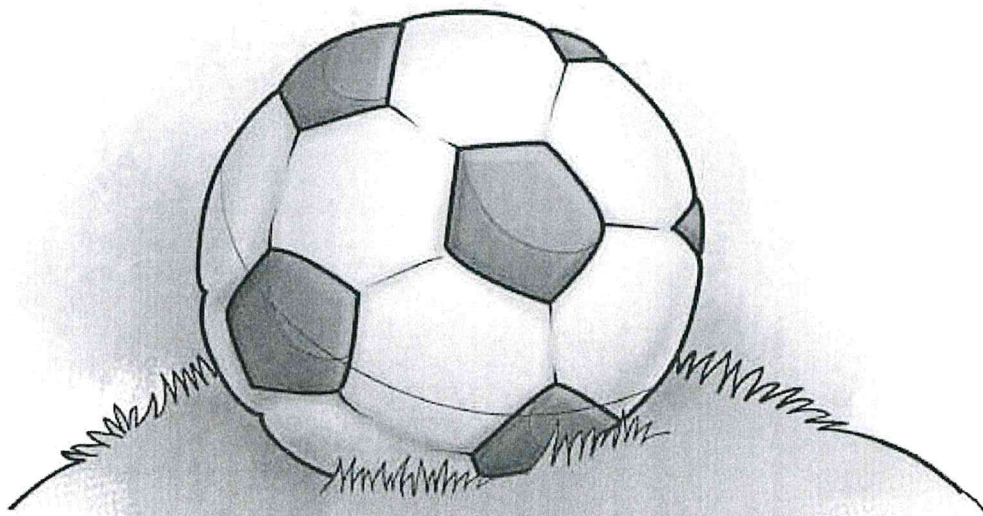
NAME: _____ DATE: _____

Quiz
p. 1 of 3**GOAL!**

Zach's school now had a soccer team, and he was excited to be a part of it. The team practiced regularly, and everyone worked hard. The team members tried to help one another, and their hard work paid off with good results. Little by little, the team began to win their games. Then, they were invited to play in a soccer tournament. Zach wanted his team to win the tournament, and he was determined to do his best to see that they would.

On the day the tournament began, Zach and his team got to the soccer field early. They wanted to practice as much as they could before the tournament started. The coach told them to do their best and play as well as they could. He said that it wouldn't be easy because the other teams were very good. But he explained that even if the team didn't win the tournament, they should be proud they were there. Then, the first games began. Zach and the team played against some very good teams that day, and they almost lost a few times. But everybody kept working hard, and they managed to win. The more games they won, the harder the games got.

The final games in the tournament were held the next day. Zach and his team still had a chance to win the tournament, so they all played the best they could, and they beat several teams. Then, came the final game. This time, they were up against the best soccer team in the tournament. Zach and his team gave the game their best effort, but the other team won. Everyone was upset about losing, but the coach told them they'd done a fantastic job. He said he thought they'd done very well in the tournament considering they were a new team. That didn't make Zach any happier, but he knew the coach was right. And he knew that he and his team would be back next year.



NAME: _____ DATE: p. 2 of 3**DIRECTIONS**

Read "Goal!" and then answer the questions.

1. Where would a reader find a text like this?

- (A) in a science textbook
- (B) in a recipe book
- (C) in a book of short stories
- (D) in a fishing magazine

2. What would readers who enjoy this text also like to read about?

- (A) sports
- (B) history
- (C) television
- (D) science

3. What might have happened if Zach and his team had **not** practiced and worked hard?

- (A) They would have won the tournament.
- (B) They would not have been in the tournament.
- (C) They would have been much better at soccer.
- (D) The coach would have been very proud of them.

4. Which statement is likely true about Zach and his team?

- (A) They will never play soccer again.
- (B) They will work very hard and try to win the tournament next year.
- (C) They will celebrate winning the soccer tournament.
- (D) They will go to a soccer tournament tomorrow.

5. From what point of view is this text told?

- (A) third person
- (B) first person
- (C) second person
- (D) there is no point of view

6. What does the author's word choice tell readers about Zach and his team?

- (A) They are lazy.
- (B) They are studious.
- (C) They are athletic.
- (D) They are clumsy.

7. Why do you think the games get harder as the tournament goes on?

- (A) Everyone gets too tired to play.
- (B) Only the best teams move on in the tournament.
- (C) Everyone is bored with soccer.
- (D) The very best teams leave the tournament early.

8. Why should Zach and his team be proud of themselves, even though they did not win?

- (A) They worked hard and improved a lot over the course of the season.
- (B) They do not play very well.
- (C) They have new uniforms.
- (D) The other team was rude and did not show good sportsmanship.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

____ / 8

Total

NAME: _____ DATE: p. 3 of 3

Reread "Goal!" Then, read the prompt and respond on the lines below.

SCORE

___ / 4

Remember Oreo cookie format

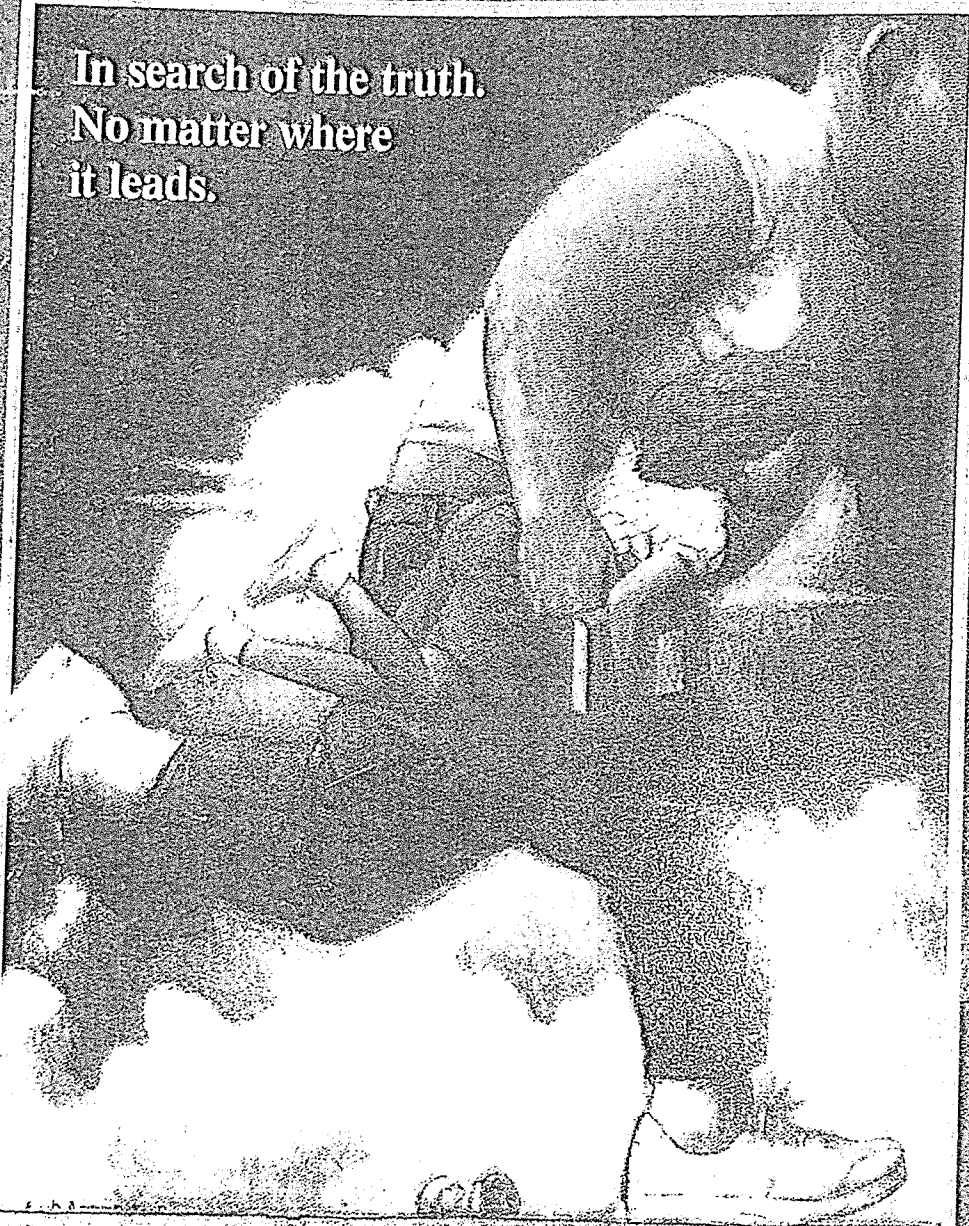
Have you ever lost at something? What happened? What was it like? What did you do about it? Write about what happened, or how you will respond to a loss in the future.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

NEWBERY HONOR AUTHOR

RODMAN PHILBRICK

In search of the truth.
No matter where
it leads.



Sequel to the classic bestseller **BREAK THE MIGHTY**

MAX THE MIGHTY

SCHOLASTIC

Max the Mighty

Rodman Philbrick

Scholastic Inc.

New York Toronto London Auckland Sydney
Mexico City New Delhi Hong Kong Buenos Aires

*Thanks to Kathryn Lasky,
who pointed me in the right direction.*

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Printed in the U.S.A.

23

Original Blue Sky Press edition designed by Elizabeth B. Parisi

1.

The Whole Weird World

My name is Maxwell Kane and the thing you should know about me is this: even though I'm a big dude with a face like the moon and ears that stick out like radar scoops and humongous feet like the abdominal snowman, inside I'm a real weenie. A yellow-bellied sapsucker. A gigantic wuss. A coward.

I'll do just about anything to avoid a fight. I'm scared if I hit somebody, they might stay hurt forever, or worse. And then they'd haul me off to prison and everybody would say what did you expect, the boy is a bad apple just like his jailbird father.

Okay, maybe I am a little weird, but if you really think about it *everybody* is weird. That's the truth, and if you don't believe it then maybe you better listen up while I tell you about me and the

Bookworm and what happened when the whole weird world was out to get us.

It started like this. One day after school gets out I'm kind of moping along, minding my own business. Taking the long way home because there's nothing to do when I get there, so why hurry? I'm making sure not to step on any cracks and my brain is telling me don't be such a moron, it doesn't matter about cracks in the sidewalk. But my feet won't listen and they keep being careful, because you never know about cracks, do you?
Get a life, my brain says.

That's when I hear the girl screaming. She's not saying anything, just screaming so loud it puts a shiver in my bones. It makes me freeze up and not move and wish I could be invisible, or at least small. It makes me wish I could turn my ears off like you switch off a radio, and not hear anything. Most of all I want to run away and hide somewhere safe.

Because you can tell from the scream that somebody wants to hurt her.

2.

A Girl Called Worm

The girl keeps screaming and my brain is going,
*Mind your own business. Somebody else can help her,
not you.*

But there isn't anybody else and the screaming doesn't stop and before I know it my stupid feet start running over the cracks in the sidewalk, taking me closer and closer to trouble.

When I get to the corner of the block, I see this gang-banger messing around in the middle of the street. He's strutting around with his hands behind his back and he's got this sneering expression like he knows a really funny joke and you'll never get it.

"Keep screaming," he says. "Nobody cares."

The scream is coming from this skinny red-haired girl who's maybe eleven or twelve years old. She's got bright green eyes and freckles and

her clothes are about two sizes too big and she's screaming bloody murder even though nobody's touching her.

"You big creep!" shouts the red-haired girl. "Lunk head! Bug brain! Give it back!"

"Louder," the gang-banger says. "I can't hear you."

Then he catches sight of me, and his grin gets wider and wider. "What do you know," he says. "Dinosaur boy to the rescue. I thought I felt the ground shaking."

Before I can stop my mouth from saying something stupid it goes, "Huh?"

The gang-banger loves it. "Huh?" he says. "Is that dinosaur talk for 'I'm retarded'?"

That's when I notice the skinny red-haired girl is staring at me. It's not a friendly kind of stare — she probably thinks I'm one of the gang-bangers, or maybe a retard like he says.

I go, "Leave her alone."

"Take it easy, Maxi Pad. We're just having a little fun," the gang-banger says. "You got a problem with that?"

The girl shakes her fist at him and goes, "Give it back or else."

The gang-banger looks at her puny little fist and smirks. "Oooh," he goes. "You gonna hit me?" Then he dances around, taunting her, and I see he's got hold of this small green backpack. A girl's backpack, for carrying school stuff.

A Girl Called Worm

"Give it back to her," I say.

He crosses his eyes and makes an oink-oink noise. "Pig boy," he says. "You better go home to Granny."

I try to grab it but he darts away, his teeth flashing white because he's having such a good time. "Moron Max," he laughs. "You're scaring me."

The red-haired girl makes a move but she can't touch him.

"Bookworm, bookworm, ugly little bookworm," he chants.

"Shut up!" she says. She's so mad her eyes look like they're full of green electricity.

"Worm girl!" the gang-banger cackles. "What-taya have in here, worm food? Is that it?"

He opens up her backpack and roots around inside with this totally mean look on his face. Then he goes, "Whoa! What have we here?"

He pulls out a couple of paperback books and tosses them over his shoulder. Pages scatter and blow away like white leaves.

"Oh, you're real tough," the girl says. "You can beat up a book. I bet you never even *read* a book."

Then the gang-banger whistles and pulls something else out of the backpack. A hard plastic helmet with a light on the front, like miners wear so they can see in the dark.

"Don't you dare touch that!" the girl shouts. Then she goes mental and tries to grab the miner's helmet.

Max the Mighty

He grins and ducks away. "Finders keepers!" he shouts. "Losers weepers!"

But Worm isn't weeping, she's going nuts. Jumping up and trying to grab the helmet. He keeps dancing away, laughing in her face.

I wait my chance, and when he isn't looking I get behind him and lift the helmet off his head.

"Hey!" he bellows.

But I hold the miner's helmet up high and he can't reach it.

"Gimme that," he says, "or I'll punch your lights out."

"Try it."

The gang-banger curls up his fists and sets up on his feet like a boxer and for a moment I think he really is going to punch me. Then he looks at the girl and he looks at me and he spits on the ground by my feet.

"Who cares about your stupid junk," he says, and saunters away like he couldn't care less. Like he's the coolest dude in the whole wide world because he ripped up a book and scared an eleven-year-old girl.

The girl has eyes like green laser beams and this fierce look on her freckled face, like she thinks I'm the enemy, too.

I go, "Here," and give her the helmet.

The way she holds it in her hands, you know it means something special.

"What's it for?" I ask.

A Girl Called Worm

"None of your business," she says. And then she hugs the scratched-up old helmet to her chest and runs away, her thick red hair flying up like it wants to wave good-bye.

My brain didn't know it yet, but that's when trouble really started, the day I met a girl called Worm.

3.

Back to the Dark Down Under

The first thing I do when I get back to the down under is backflop on my bed and stare up at the ceiling while my brain goes, *You idiot, now the gang-bangers will be after you. You're toast, you moron, toast!*

The down under is this room in the basement, with cheesy paneling and an old rug that smells like low tide. Not that I'm complaining. The down under is my very own place, my hidey-hole from the big bad world. My grandmother wants me to move upstairs, into the light of day, she says, but I tried that for a while and thanks but no thanks. If things get really bad I can still crawl under the bed and just veg out until my brain starts working again.

There's all kinds of books and games and junk lying around, but I'm not really in the mood. All I want to do is stare up at the ceiling and try to

figure out why a scrawny girl would make such a big deal out of an old miner's helmet. I mean, she really went ballistic over it, right? Totally bonkers.

"Maxwell! Are you there?"

That's Gram, who raised me ever since my mom died. She's calling down from the cellar stairs like she always does. Just checking to see I'm not doing something stupid, like making my own firecrackers, which I don't do anymore since we had that small explosion. Really small, but I guess it sounded pretty bad from upstairs.

"Supper's almost ready!" she calls out in her cheery grandma voice. "Your favorite, spaghetti and meatballs!"

That hasn't been my favorite for about five years, but I haven't got the heart to tell Gram because she tries so hard. She and Grim are old and out of it — they're my grandparents, my mother's people — but they're okay most of the time. Grim still has this way of looking at me sideways, like he can't believe his poor dead daughter gave birth to this huge beast of a boy. Monster Max, the thing in the cellar. But mostly he's a pretty neat old dude, if you don't mind hearing stories about the war for the umpteenth time, and how when he was a lad the grass was greener and the air was cleaner and nobody wore T-shirts with rude words on them.

No bad T-shirts back then, I say, just those yellow stars they pinned on six million people who got sent to the gas chambers. And he'll shake his

head and say I give up, the boy reads too many books. Like he's been testing me and I passed. Because once upon a time I couldn't read worth beans, and like he says my brain is now this big sponge that soaks stuff up, and he's still kind of surprised I'm not as stupid as I used to be.

Of course, if Grim knew I'd been messing around with a gang-banger, he'd figure I really *was* retarded after all.

The next time I see Worm is on the bus. Normally I walk home from school, but that day the whole junior high went on this field trip to the Museum of Science, where they've got a lot of neat stuff like a giant see-through model of the human intestine, and robots that talk like R2D2, and this really excellent planetarium where they can make the stars look like dragons breathing fire in the sky.

The bus is super crowded, so I never notice Worm until we're almost home. She's all scrunched up in one of the seats way down in the back, reading this paperback book. A thick one, too. All around her the other kids are going mental and making faces out the window and yelling goony stuff, but she never takes her nose out of that book.

When the bus driver finally comes to her stop he opens the door and waits, like he knows what happens next. The really strange thing is, Worm

gets up from her seat but she never stops reading. She walks down the aisle with the book up close to her eyes and she doesn't look anywhere else, not even at her feet to see where she's going. Like nothing is going to stop her reading, not even for as long as it takes to get off the bus.

She keeps reading even when some of the other kids make fun of her. "*Bookworm, bookworm, ugly little bookworm.*"

Worm acts like she doesn't even hear them. As far as she's concerned she's not even there, she's walking inside her book and nobody can touch her.

Because of what happened when I saved her miner's helmet, I'm figuring she'll at least glance at me when she goes by, but she doesn't even notice me. Which if you know how big I am is like not noticing an elephant in your living room.

Weird. Definitely weird.

Even when she's off the bus she doesn't stop reading. She walks away from the bus stop, heading for the crummy end of town, but she never takes her nose out of that book.

"Hey, Frankenstein, what are you looking at?"

"Nothing," I say, but everybody laughs.

They go: "Max and Bookworm sitting in a tree, K-I-S-S-I-N-G!"

But they're wrong, because I'm not going gooey for any girl.

No way.

Max the Mighty

by Rodman Philbrick

Day 1
Ch. 1-3

Name _____

Vivid Vocabulary

taunting (p. 4) ballistic (p. 9)

Comprehension Check

1. Summarize what we know about Maxwell's family so far, according to the text. _____

2. Compare and contrast Maxwell's first encounter with Worm to his second. _____

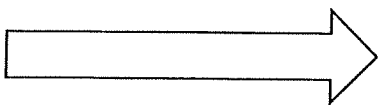
3. Describe how Maxwell views himself. Be specific. _____

Picked Passage: "Okay, maybe I'm a little weird, but if you really think about it, everybody is weird." (p. 1)
Why does Maxwell consider himself weird? Do you agree with this statement? Why or why not?

Link to Literature: On a scale of 1 (hates reading) to 10 (loves reading), Worm loves to read at a "10" for sure.
Where would you rate yourself on that same scale? Why?

Story Sketches

Using details from the text,
sketch Worm here.
(use correct color)



Find a simile on page 5 or page 6
describing her eyes and copy it here:

Test Taking: ...*"the boy is a bad apple..."* (p. 1) This sentence contains which of the following?

- a) a simile b) a metaphor c) hyperbole d) personification

Swift Summary: Summarize these chapters in 1-2 sentences:

4.

You Know Who

The next day I'm hanging around the park. It's not much of a park. Just this sloping-down grass place by the old millpond, with a statue of a guy on a horse. Some Civil War general, and he's pointing his sword at the pond like he's going to chase the ducks away. The whole statue is this rusted green color except for his hat, which is white where the birds are always crapping on it.

I'm sitting on this bench by the edge of the pond, tossing pebbles into the water and thinking it's a good thing it's Saturday, because it's way too nice for school. Sometimes I like to stare at the way the sun glitters on the water, these jagged bits of light that float like diamonds or something, and if you look at it long enough you feel sort of hypnotized. Like somebody has cast a spell and when you wake up the world will be changed into a better place.

So I'm sitting there kind of zoned and not really thinking about anything when a familiar voice says, "I heard they call you Freak the Mighty."

I look around and there she is. The Bookworm. Sitting on the bench and staring at me with these really intense green eyes. Eyes so hot and bright you can almost feel the heat.

"Freak the Mighty was two people," I tell her. "Kevin and me."

"Who's Kevin?" she asks.

And so I tell her about my best friend Kevin Avery, a three-foot-high kid with a brain like Einstein, and how the other kids called him Freak because he had leg braces and this crummy disease that meant he couldn't grow. How I used to act so dumb that everyone, including me, thought I didn't have a brain, until Kevin showed me how to think. And how the two of us became Freak the Mighty and went on a lot of cool adventures, slaying dragons and fools and walking high above the world.

"Cool," she says. "So where is he now, your little friend Kevin? Did he move away or something?"

I don't really want to talk about it, but there's something about the way Worm listens that makes it okay. "He died," I tell her. "Last year."

She just sits there for a while, thinking about it. Then she goes, "What a crummy deal."

"Yeah," I say. "It was."

"So," she goes, "now you're Max the Mighty."

Max the Mighty

For some reason that makes my ears burn hot. "I'm just Max," I tell her. "Just plain Max."

Worm has this sort of smile on her face, like she knows a secret about me, and she's about to say what it is when a worried voice calls out.

"Rachel! Leave the nice man alone!"

I turn and see this woman perched on a bench nearby. She looks real nervous, like she's going to leap up any second and scream for the cops. Like because I'm big and goofy looking I might be a pervert or something.

But before I can get really steamed up I notice the woman looks familiar. She looks a lot like Worm, only older and sadder.

"Rachel!" the woman says.

Worm goes, "It's okay, Mom. He's from school."

The woman gets up from the bench and comes over. She's wearing this long, old-fashioned black dress and she's got this stiff-legged way of walking, like her feet are hurting and she doesn't want them to touch the ground.

When she gets closer I notice these dark bruises under her eyes, and right away I know there's something scaring her and it's not just me.

"I'm sorry, sir," she says, in a low sweet voice that's even sadder than her eyes. "I thought you were a stranger."

She's calling me "sir" like I'm a grown-up, and that makes me feel a little weird. I sort of like it and don't like it at the same time. The trouble with

looking like a grown-up is the older I get the more I look like my father. Looking like your father is okay unless dear old Dad happens to be Killer Kane and he's in prison for murdering your mother. Which means people look at me and think maybe I'll grow up to be just like him, or worse.

Worm goes, "We'll be safe here, Mom."

She thinks because I got the gang-banger to leave her alone I can make her safe all the time. What a joke. If she knew what a sapsucker I really am she'd get a head start and never stop running.

"Safe?" I ask. "Safe from what?"

"Never mind that, Rachel," her mom says. "We mustn't involve this young man in our troubles."

But her mom sits down, too. The three of us together on the bench like we're waiting for a bus. Which is sort of strange but okay.

It's quiet for a while, and then Worm pipes up, "You know what that pond reminds me of? *The Wind in the Willows*. Remember how Daddy used to read me that story?"

"I remember," her mom says, kind of wistful.

Worm roots around inside her backpack until she finds a dog-eared copy of the book. She flips through the pages but you can tell she's practically got the thing memorized, she's read it so many times. "Remember how Mole and Badger and Rat like to row around in their little boat? And Mr. Toad is always acting so grand and getting into trouble?" Her voice is going higher, like

talking about the story is making her feel like a little kid again. She turns to me and says, "Remember?"

"Um . . . not exactly," I say.

"You never read *The Wind in the Willows*?"

I go, "Um, I saw the cartoon version. On TV." Which sounds so lame, having to admit you never read a really famous book.

I'm expecting Worm to give me a hard time, but she doesn't. Instead she says, "We don't even *have* a TV. You Know Who won't let us."

"Huh?" I say.

"My creepy stepfather. He hates TV even more than he hates books. My real dad loves TV *and* books."

"Rachel!" her mom says, like a warning.

"Well, he does," Worm insists. "My real dad is always sending me stuff to read. He calls me his little bookworm."

Her mom stands up and takes a deep breath. "Come along," she says, taking Worm by the hand. "We have to keep moving."

I'm wondering why they have to keep moving when suddenly this old black station wagon screeches to a halt in the street behind us. No, not a station wagon exactly, it's an old Cadillac hearse, the kind that isn't used for funerals anymore. The motor is smoking and drippy streaks of rust make it look like the hearse is bleeding from the inside.

You Know Who

Suddenly the door flies open and out pops this tall skinny dude with a floppy black hat and a long black coat and black shoes — everything black.

It's the Undertaker. And he's coming to get us.

5.

The Undertaker

They call him the Undertaker because he dresses in black and drives this ratty old hearse. I've seen him on street corners and downtown, waving this Bible around and telling people to give him money because he knows the Truth with a capital "T." Only he never quotes from the Good Book like a real preacher, he just acts like he'll thump you on the head if you don't fork over some cash.

Some people like to egg him on and get him really shouting, but I always steer clear. He is just another angry nutbar ranting about the world gone wrong. A street crazy with a mean streak.

You see a guy like that, you never think he might have a wife and child at home.

"Don't you run from me!" he's shouting. Only he's the one doing the running. Coming right at us, waving his arms. With the long black coat and

The Undertaker

his cold dark eyes he looks like some kind of crazy black bird flapping his wings.

"Run from me and you run from the Lord!" he snarls.

He's staring furious hard at Worm's mom. She's not looking at him, or me, or even at her daughter. She's looking straight down at the ground like she hopes it will open up and swallow her.

"You hear me?" the man in black shouts. "You hear!?"

"I wasn't running," she explains in this strange dead voice. "We just went for a walk."

I look over at Worm. She's kind of curled up on the bench, hugging her knees. Her eyes are open but you can tell she's not seeing anything on the outside.

I reach out to tap her on the shoulder, to get her attention, and that's when the man in black screams: "*Don't touch that girl!*" Spit flies out of his mouth, he's so angry. His face is white and tight, like a skull without enough skin. "Rachel! Get away from that man this instant!"

Worm won't look at me. She moves slow-footed to where her mom waits.

The Undertaker has planted himself in front of me, like a stake driven into the ground. "What did they tell you?" he demands. "Speak to me, you big oaf!"

I don't know what to say so I decide to stand up instead. The man in black watches me get a lot

bigger and taller than he is, and he takes a few steps back, like he doesn't want my shadow to touch him.

I'm still trying to think of what to do next when Worm's mother comes to life. "You win, Martin," she says to the man in black. "Come along, Rachel. Let's go home."

Worm follows her mom to the old hearse. Then just before she gets inside she breaks away and runs back to me and grabs hold of my jacket.

"Rachel! Get back here!"

Worm whispers, "Don't forget," and then she turns and runs back to the hearse. A moment later they speed away, tires screeching.

I'm standing there like the biggest dork in the world when I realize that Worm hid something in my jacket pocket.

6.

Run for Your Life

The lump in my pocket is a book. *The Wind in the Willows*, the worn-out old copy Worm had in her backpack. I open up the cover and see where she's written her name and address on the inside, with the instructions RETURN OR ELSE.

Don't forget. So that's what she meant.

Just my luck. I'm sitting on a park bench minding my own business and now I'm supposed to return a book to a weird girl who's in trouble. I figure that's why Worm put the book in my pocket, so I'd follow her home and be Max the Mighty and save her from her creepy stepdad and leap over tall buildings in a single bound like Superman.

Yeah right.

But even though I'm a weenie, something way inside thinks maybe I *should* return the book and

make sure Worm and her mom are okay. That's when my brain says, *Don't be a doughnut* — you want to return the book, put it in the mail.

But the rest of me is thinking I've got to do something, even if it scares me.

Because the Undertaker is always spouting about punishing sinners, and how only he knows what is true, the Truth with a capital "T." What a load of baloney. A man who'd do that to his own family, treat them like dirtballs, he wouldn't know the truth if it bit him on the butt.

The address inside the book is in the projects. That's a place where people don't have enough money, and half the stuff that should be inside the houses is left outside, like old baby strollers, and busted furniture, and cheesy toys that always look sad in the rain. The wrong side of the tracks, like Gram says, except they took out the railroad tracks before I was born, so now it's just the wrong side of town.

Anyhow, I'm trudging along, looking out for cracks in the sidewalk because now I need good luck more than ever. And the more I think about how the Undertaker treats his family, the more it burns me. Cracking his voice like a whip and talking to Worm like she was nothing special, just a thing to be yelled at.

Part of me wants to stop and go back to the millpond and forget about the girl and her mom, but I keep going. Like my brain has switched off

and I'm this lumbering beast with feet as big as shoe boxes.

After a while I get to her neighborhood. The buildings kind of lean the wrong way and the shadows are long and spooky. The street signs have been torn down or sprayed over, and I'm trying to figure out which way to go when the shouting starts.

The Undertaker and Rachel's mom. The woman's voice is high and sharp and angry, but you can tell she's scared, too. The Undertaker, well, it makes me feel kind of sick in my stomach because he sounds so cruel and hateful.

I'm like a dinosaur with a second brain in its tail, except the extra brain is in my feet and they're making me follow the terrible dark noise. Follow it through the gloomy shadows that live in the alley, and past the filled-to-the-brim Dumpster, and around by the rusty chain-link fence.

It's still daytime, but the old buildings are so close together it might as well be night. I keep on going and the whole time I've got this feeling like I'm on an elevator going down too fast but I can't get off and any second it's going to hit bottom.

The angry voices are getting louder.

"Keep your hands off that child!"

"Shut up, woman! Shut your mouth or I'll break it!"

"Leave her alone or I'll call the police! And this time I'll tell them the truth!"

They're fighting about the Worm, I can feel that

Max the Mighty

in my bones. And then I come around the corner of the old tenement building and see the old hearse parked in the street. There's a light coming from the basement apartment. The kind of apartment where the entrance is under the front stoop and there's iron bars on the windows.

The Undertaker is shouting, "I will punish that child as the Lord sees fit!"

And then her mother goes, "You've never even read that Bible! You're not a real preacher, you're a fake!"

And then *smack* comes the noise of a hand slapping hard against a face and then the sound of a woman sobbing. "This can't go on," the woman whimpers. "Martin, please stop. Don't do it, please."

"Quit your blubbering!"

But the woman keeps crying. Crying from deep inside, like her world has cracked open and all the good is leaking out. It's a sound I remember from a long, long time ago, when my father made my own mother cry, and that's why my feet won't let me run away.

I'm not really thinking about what happens next but I want to stop that terrible sad crying and that's why I go down the steps to the front door. Thinking maybe if I ring the bell they'll stop fighting. Dingdong and everything gets better. But there isn't any doorbell and before I can make a fist and knock, the woman cries out, "No! No!"

and then something falls to the floor and everything gets very quiet.

The silence makes me wish I was a thousand miles away. And when I look into the room through the bars on the window, I see a terrible thing. A thing so horrible it feels like my heart has stuck to my ribs and won't ever beat again.

Rachel's mom is lying on the floor, blocking a bedroom door with her body. Her eyes are black and bruised and her nose is bloody and she's not moving.

The Undertaker yanks her arms and pulls her away from the door. He's about to open it. There's a cruel look on his pale white face, and his eyes are cold and gleaming and his angry hands are reaching out.

Ker-wham!

That's when I come crashing through the front door and knock it off the hinges and slam it flat on the floor.

"You!" he screams. But he sees the look in my eyes and how big I am and he backs away.

Rachel's mom moans and raises her head and when she sees me through her swollen eyes she almost smiles.

"Get away from that door!" the Undertaker shouts.

That makes me want to open the door, and I do.

The first thing I see is a light shining on a book. Worm is sitting in a corner with her knees up,

in the dark. She's got the old miner's helmet on her head and the light is aimed at this book she's reading.

She knows I'm there but she won't look at me. She's all shut up inside.

When I get my mouth working, it says, "Come on. You have to get out of here. We have to call the police."

Worm just keeps reading her book like the book will save her. Like her stepfather can't touch her as long as her miner's light is shining.

But that won't stop him. Nothing will stop him except getting her away from him, so I grab her backpack, scoop her up in my arms and carry her out of the room.

When I get clear of her bedroom the Undertaker takes a run at me, then pulls up. "She's mine!" he screams. "Give her to me!"

I decide I'd rather die than do what he wants.

Rachel's mom has crawled up from the floor. It's hard for her to talk, but she looks at me and says, "You've got to get her away from here. Please. Take her away!"

Worm has her face hard against my chest and she won't look at her mother.

"Run away!" her mother urges. "Do it! Go!"

And that's how I became a desperate criminal and kidnapper, wanted by the law.

Max the Mighty by Rodman Philbrick

Day 2
Ch. 4-6

Name _____

Vivid Vocabulary

oaf (p. 19) trudging (p. 22)

Comprehension Check

1. Summarize the first real conversation between Max and Rachel. _____

2. What were Max's first clues that Rachel and her mother were in trouble? How were his fears confirmed?

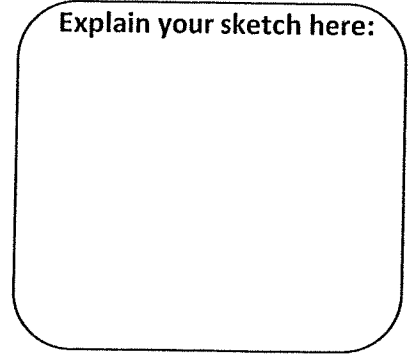
3. Evaluate Max's decision to take Worm from the apartment. What would you have done if you were him?

Picked Passage: *"I'm like a dinosaur with a second brain in its tail, except the extra brain is in my feet and they're making me follow the terrible dark noise."* (p. 23) Explain this statement. Why does Max feel this way?

Link to Literature: Max was trying to enjoy a pretty Saturday off from school by the pond. What do you like to do on the weekends when the weather is nice? _____

Story Sketches: Sketch what Rachel was doing when Max busted into their apartment.

Explain your sketch here:



Test Taking: The last sentence of Chapter 6 is best described as an example of:

- a) personification b) hyperbole c) cliffhanger d) foreshadowing

Swift Summary: Summarize these chapters in 1-2 sentences:

LESSON 2

2000 B.C.

1500 B.C.

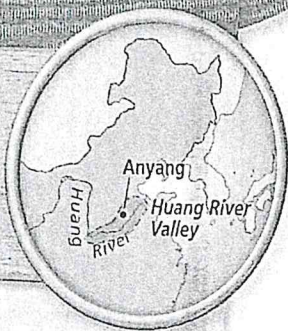
1000 B.C.

500 B.C.

c. 1760–1500 B.C.
Shang dynasty

221 B.C.
Shi Huangdi becomes
emperor of China.

2000–1700 B.C.
Xia legendary period



China's Past

PREVIEW

Focus on the Main Idea
China's history, organized by
dynasties, includes many
inventions and ideas.

PLACES

Anyang

PEOPLE

Shi Huangdi

Gaozu

Wu Di

Sima Qian

Ban Zhao

VOCABULARY

pictograph

oracle bone

province

ancestor

civil service

middleman

TERMS

Shang dynasty

Bronze Age

Zhou dynasty

Qin dynasty

Great Wall

Han dynasty

Silk Road

You Are There

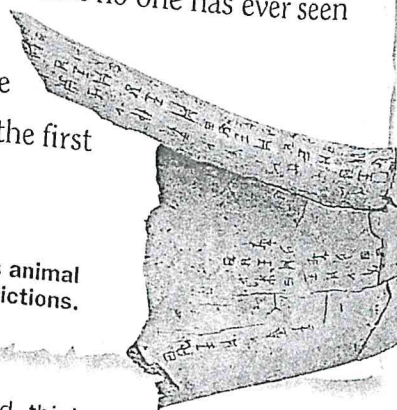
One day in 1899 in Beijing, China, you go with your father to an apothecary, or pharmacy, to buy medicine for his

friend, Wang. His friend has malaria, later known to be a disease spread by mosquitoes. The cure for malaria is believed to come from tortoise, or land turtle, shells. You and your father watch the shopkeeper begin to grind the shell into a fine powder. Suddenly, you notice something that looks like writing on the larger piece. Curiosity strikes!

When Wang feels better, he and your father go on a mission. They search apothecaries all over Beijing, buying every tortoise shell and animal bone they can find. In the end, they make a fascinating discovery. They find 1,058 old, strange inscriptions written in Chinese characters on tortoise shells and animal bones that no one has ever seen before.

You're thrilled that you were with your father, Lui E, when the first discovery was made.

► About 1250 B.C., a king used this animal bone in a ceremony to make predictions.



Summarize As you read, think about how ancient Chinese civilizations developed.

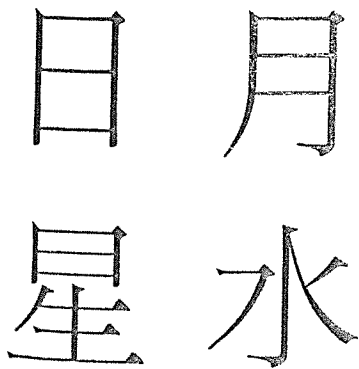
Picturing Chinese History

The rich picture of China's past began about 4,000 years ago. In the nineteenth century, people living in the town of Anyang found what they called dragon bones but were actually tortoise shells and animal bones with writing on them. These shells and bones were artifacts from earlier Chinese civilizations. In this lesson, you will read more about how these shells and bones were used.

Early people in China made their homes in the Huang River Valley. Artifacts of stone tools and pottery tell us they were there, but a full understanding of their lives remains a mystery.

No other civilization is believed to have existed as long as China's has. However, China's culture is not the world's oldest. Civilizations in Mesopotamia, Egypt, and Greece are thought to have begun earlier. What is special about Chinese culture is that it is continuous, or unbroken, from its earliest recorded history to today. Many of the world's oldest civilizations have been greatly changed through time, even destroyed. But in China, writing, art and artifacts, and archaeological remains reveal a culture that remained mostly unified over centuries.

Writing may be a key part of the evidence. The Chinese language is written in pictographs, or pictures that represent words. Many charac-



► These are Chinese characters for sun, moon, star, and water as they are written today.



► Used to boil water, this hollow tripod jug is from the Xia period.

Genius of China Exhibition/Art Archive

ters in the Chinese language have been written in similar ways for long periods of time. Scholars who recorded history could read and interpret other writers' works written thousands of years before.

REVIEW What evidence do archaeologists have about China's history? 🔄 Summarize

Ancient Voices

According to Chinese legend, Pangu was the creator of the universe. Later, stories of "superheroes" followed. Legend says that these superheroes invented useful things or taught people how to survive by finding food, clothing, and shelter. One hero named Yu worked for thirteen years to conquer flooding on the Huang River. These legends enriched ancient Chinese life. The stories also reveal how valuable the domestication of animals, agriculture, and inventions were to people of that time.

These stories date to a time known as the Xia (SHEE ah) legendary period, about 2000–1700 B.C. The tales of Xia formed a bridge between prehistory and the time when Chinese history began to be formally recorded.

REVIEW What was the Xia period and how do we know about it? 🔄 Summarize

The Shang Dynasty

The Xia refers to the first period in Chinese history. However, the first dynasty was the Shang dynasty. The Shang dynasty began between 1760 and 1500 B.C. Before the discovery of the tortoise shells in 1899, the Shang people were considered part of another legendary period.

Farming was the way of life for most people in the Huang River Valley at this time. People grew grains such as millet and rice and raised animals. They made cloth from silk and flax, a type of fiber. Warriors, riding horse-drawn chariots, went to war.

During the Shang dynasty, bronze was used for many kinds of tools, cups, and weapons, as well as trade goods. Bronze was made by melting together copper and a small amount of tin. The Bronze Age was the period during which tools and weapons were made of bronze.

Remember the man who found writing on the tortoise shell in the beginning of this lesson? People living around Anyang began digging up bones and shells to sell them to merchants in Beijing.

Anyang was the capital of a Shang settlement thousands of years ago. It turned out that the shells and bones were ancient **oracle bones** commonly used during the Shang dynasty to predict the future.

Rituals were important to the Shang people. People wrote questions on turtle and sometimes oxen or deer bones. They asked questions such as what crops to plant or when to travel or hunt. They then heated the shells or bones. Finally, they examined them for any cracks. Cracks helped the Shang people make predictions about future events. After the event that was predicted happened, the date was written down on the shell or bone.

► This bronze vessel from the Shang dynasty was used to cook food.

Writing on the animal shells and bones led Chinese archaeologists to another discovery. The Shang people were the first people in China to make written records. Besides shells and bones, writing has been found on bronze and stone.

REVIEW How do we know about the Shang dynasty? Main Idea and Details

The Longest Dynasty

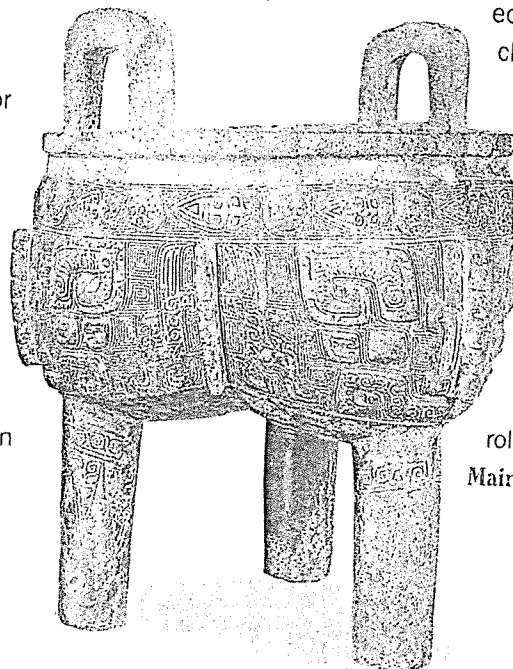
The Zhou (JOH) people came from west of the Huang's great river bend. In 1027 B.C., a Zhou leader's army conquered the armies of the last Shang ruler, and the Zhou dynasty began. Look at the map on page 109 to see the territory changes under the Shang and Zhou dynasties.

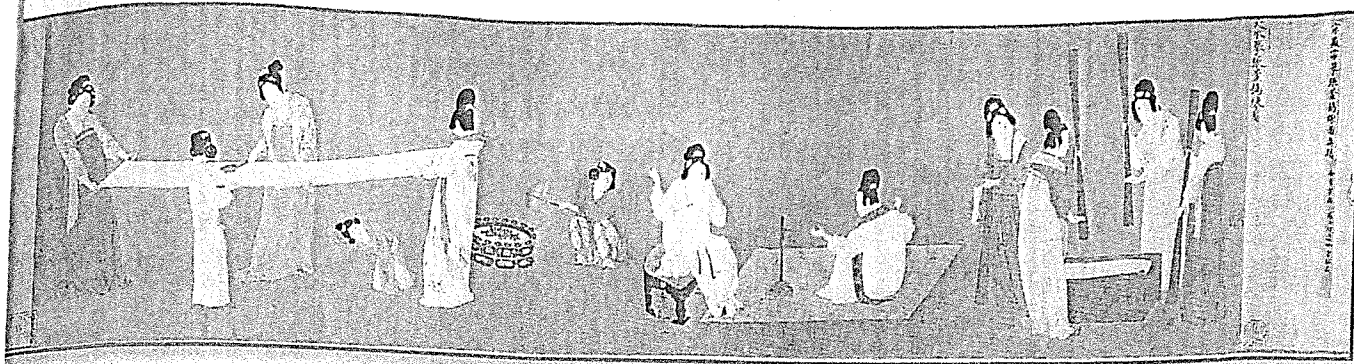
The Zhou dynasty was the longest of the Chinese dynasties, lasting more than 800 years. It can be separated into two periods, each with distinct characteristics. The earlier period was called Western Zhou because the government's capital city was in Hao in western China.

In Western Zhou, most people were farmers who grew wheat, rice, beans, and fruit. Some people were slaves who also worked on the land. Society was organized so farmers worked small areas of land and contributed food and valuables to the king. Women most often harvested the crops.

Silk was an important product of the Zhou economy. Women were in charge of producing silk. Silk is made from the cocoons of silkworms, a kind of caterpillar. Women cultivated mulberry trees to feed the silkworms. They boiled the cocoons to get the silk fibers, and then wove cloth from these fibers.

REVIEW What was the role of women in Zhou society? Main Idea and Details





► This scroll painting from about the eleventh century B.C. shows women preparing newly woven silk.

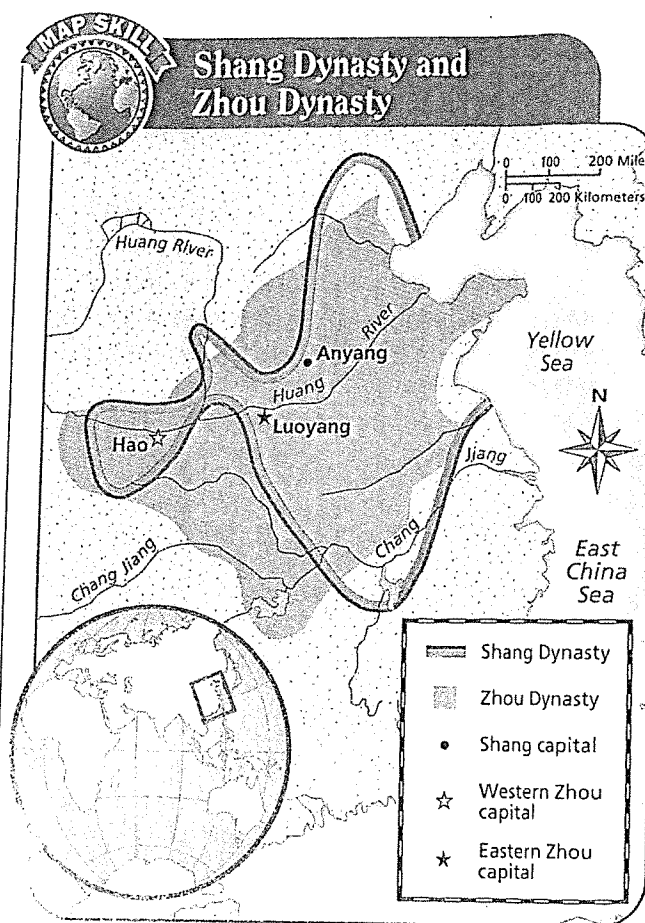
Eastern Zhou Dynasty

The second part of the Zhou dynasty began around 770 B.C. and lasted until 221 B.C. Because its capital city was in Luoyang in the east, it is known as Eastern Zhou. This period of time often is referred to as a "golden age" in China.

A new system of money encouraged trade, and the economy thrived. The government started projects that included flood control, irrigation, and canal building. People built huge walls around some towns along the northern border to keep out nomadic, or wandering, peoples. They began to use iron to make farm tools and weapons.

During this time, the king's power was weakened by warfare between rival states. Traditions were being challenged and new ideas emerged. More people were becoming scholars, teachers, and government officials. This brought new philosophies, or ways of thinking. Some teachings of this period affected life in China for thousands of years to come. You will read more about these important teachers and thinkers in the next lesson.

REVIEW What are some differences and similarities between life in the earlier and later periods of the Zhou dynasty? Compare and Contrast



► How did Chinese territory change from the Shang to the Zhou dynasty?

MAP SKILL Region What part of China does this map show?

► This piece of spade money was used during the Eastern Zhou dynasty. Spade money was often made in the shape of tools.

The First Emperor

Toward the last years of the Zhou dynasty, many states were fighting for control of the government. In 221 B.C., the king of the strongest state, Qin (CHIN), became Shi Huangdi (SHEE hwang dee), or "first emperor" under the Qin dynasty. (Read more about Shi Huangdi in the biography on page 113.) No leader had been called an emperor since about 1700 B.C., the end of the days of the legends. The title signified a very powerful ruler. Qin was divided into 36 provinces, or political divisions. Shi Huangdi made the government more centralized by forming new states to bring all areas under his rule. Systems of money and weights and measures were standardized, which probably helped trade between regions.

Shi Huangdi started one of the biggest engineering projects in world history. Beginning under his rule, hundreds of thousands of laborers worked for hundreds of years to build the Great Wall of China. This was done by connecting existing defensive walls that had been built earlier. The Great Wall was

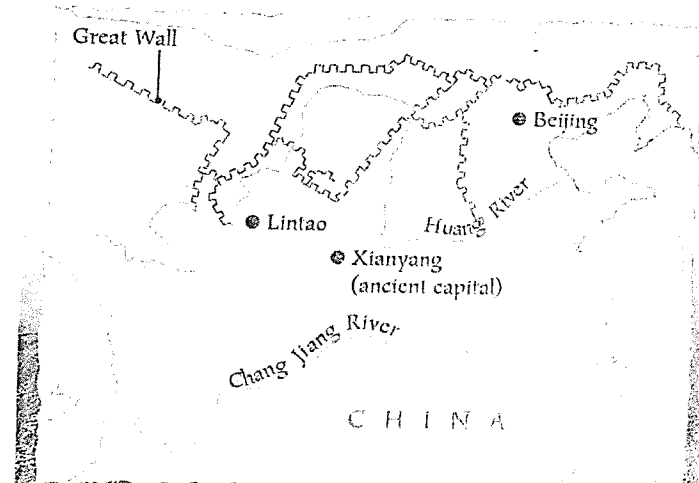
built to protect the empire from northern invaders. It was not finished for centuries. Rulers of later dynasties added to the Great Wall and rebuilt parts of it. Follow the route and time line of the Great Wall on the map below.

Shi Huangdi punished anyone who criticized him. He wanted the government to control what people talked about and studied. People felt oppressed, or persecuted, by this form of government. They wanted freedom, and revolts broke out. The Qin dynasty lasted only about 20 years, ending in about 206 B.C., shortly after the emperor died.

REVIEW What do you think may happen in a society where a ruler wants to control what people do and think? Draw Conclusions.



► Bronze mirrors were made in China as early as 500 B.C. This bronze mirror is from the Qin dynasty.



► The Great Wall crosses mountains and rough terrain. It stretches for more than 4,300 miles. A new section of the Great Wall was discovered in northwest China in 2001.



State of Shu and other states under Zhou dynasty construct defensive walls

Under Shi Huangdi, China is unified and existing defensive walls are connected to form the Great Wall

During the Han dynasty, walls are rebuilt and extended the Great Wall

2000 B.C.

1000 B.C.

A.D. 1

A.D. 1000

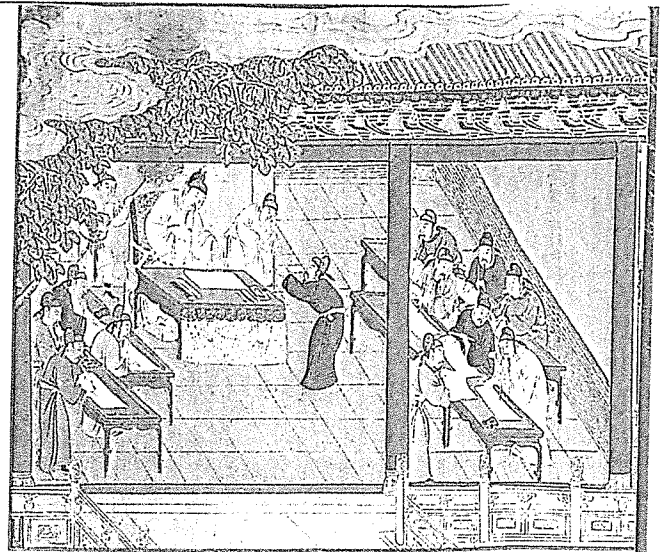
1110

Han Dynasty

The Han dynasty began in 206 B.C. and lasted until A.D. 220. The Han dynasty eventually stretched as far south as what are today the countries of Vietnam and Cambodia.

The first Han ruler was a peasant who called himself Han Gaozu (GOW ZOO), meaning "High Ancestor." An ancestor is a relative who lived longer ago than a grandparent. He took the throne after joining a revolt against Shi Huangdi.

Some changes were made under Gaozu. He lifted the ban on books imposed by Shi Huangdi. More improvements came under emperor Wu Di (WOO DEE), who ruled about 141–87 B.C. Under his reign, China made many changes and advancements. Wu Di divided lands owned by princes and lords. He took away power from those people who challenged him. To benefit the government, he taxed imported and exported trade goods. To improve transportation, Wu Di built new roads.



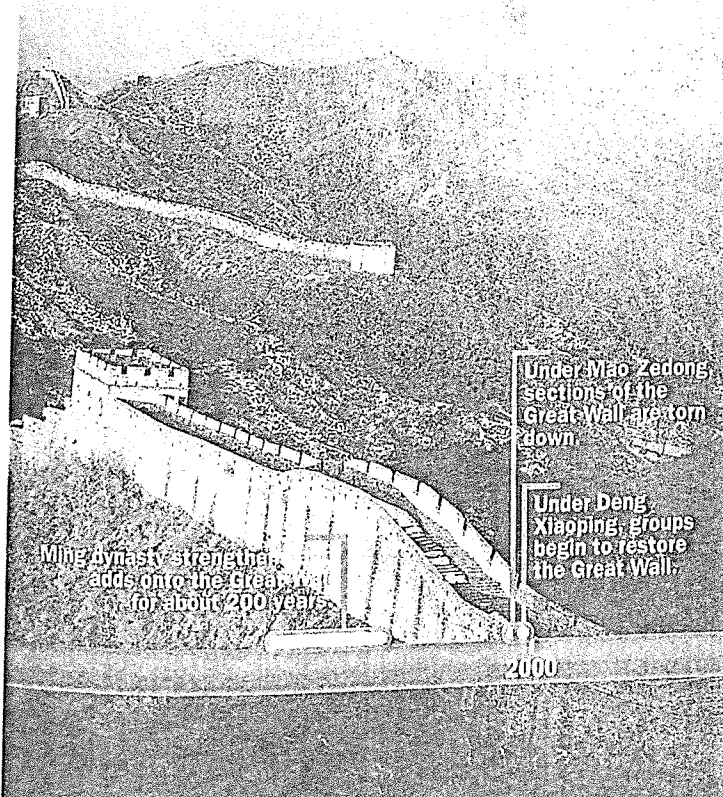
➤ Only a few people passed the civil service exams. Most questions were based on Chinese thought, and memorization of Chinese classics was required.

Wu Di valued the contributions of scholars and teachers. A historian named Sima Qian (soo muhn CHIH eh) wrote the first complete history book on China. The book recorded China's history for about 3000 years. Sima Qian challenged the way history was written from then on. He believed there was more to history than only what kings thought should be written. Ban Zhao (ban jow) continued the work of Sima Qian. Her writing supported education for women. She wrote:

"Only to teach men and not to teach women—is that not ignoring the essential relation between them?"

Another contribution to China under Wu Di was civil service, the practice of using skills and talents to work in the government. It was difficult to find people who were capable and committed. Many government officials were not trained for their positions. For the first time, officials had to take civil service exams to work for the government. In the past, people became officials because their families were important. Peasants and anyone else who passed the exams qualified for a government job.

REVIEW What were Wu Di's contributions to Han society? ☞ Summarize



Ming dynasty strengthened adds onto the Great Wall for about 200 years.

Under Mao Zedong, sections of the Great Wall are torn down.

Under Deng Xiaoping, groups begin to restore the Great Wall.

2000

Inventions

Many inventions made during the Han dynasty contributed to Chinese culture and civilization. The Chinese practiced new ways of trading and transporting goods. For example, they used middlemen, or people who go between buyers and sellers. Important inventions included porcelain and two things you are using right now—paper and ink! Before this time, people wrote on wooden or bamboo slips with a mixture of dust and water. Books could now be made available to more people.

In the second century B.C., China had only one way to connect with the rest of the world on land—the Silk Road. This road was actually more than just one route that went

► Trade goods such as this decorated bowl from the Han dynasty were carried on the Silk Road.



through northern China and across central Asia to the lands of the Roman Empire. The Chinese exported silk and porcelain to these lands and imported glass, gold, and horses. Middlemen traveled along this route to carry on trade between buyers and sellers. You will learn more about the Silk Road in Unit 5.

The Han dynasty marked a time of great advancements in China. Chinese culture became unified across a vast land.

REVIEW What are some important inventions that were made during the Han dynasty?

Main Idea and Details

Summarize the Lesson

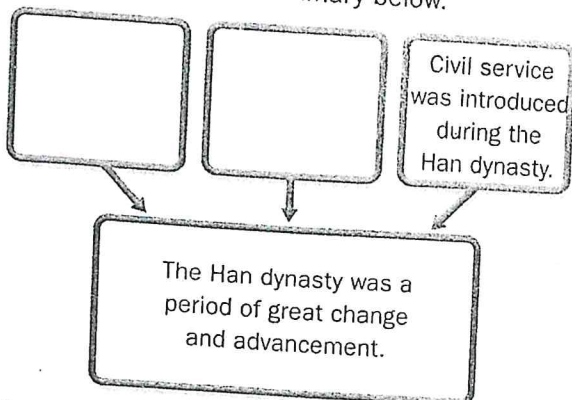
- 2000–1700 B.C. Xia legendary period
- 221 B.C. Shi Huangdi became China's first emperor.
- 141–87 B.C. Wu Di was emperor of the Han dynasty during which many great advancements were made.

LESSON 2

REVIEW

Check Facts and Main Ideas

1. ☞ Summarize On a separate piece of paper, fill in the blank spaces with two details from the summary below.



2. Name some of the things that people may have done in their daily lives during the Zhou dynasty.

Answer in complete sentences

3. How did Chinese culture become more unified during the Han dynasty?
4. What inventions were made in China's early history?
5. Critical Thinking: *Make Inferences* Why do you think that Shi Huangdi wanted to connect the defensive walls into what became the Great Wall of China?

Link to

Writing

Write an Article Put yourself in the position of a scholar and teacher during the Han dynasty. Write about what you are noticing in your village. Explain why you think that changes are taking place.

LESSON 3

500 B.C.

400 B.C.

551 B.C.
Confucius is born
in Lu Province.

about 350 B.C.
Mencius is born
in Confucius's time.



Legacy of Thought

PREVIEW

Focus on the Main Idea

Confucianism is a way of thought that became a way of life in China.

PLACES

Lu Province

PEOPLE

Confucius

Mencius

Laozi

VOCABULARY

nobility

TERMS

Book of Documents

Analects

Confucianism

Mandate of Heaven

Daoism

You Are There

You follow your tour guide through a grove of cypress [evergreen] trees into a passageway. Walls surround you, as

do ancient shrines and monuments.

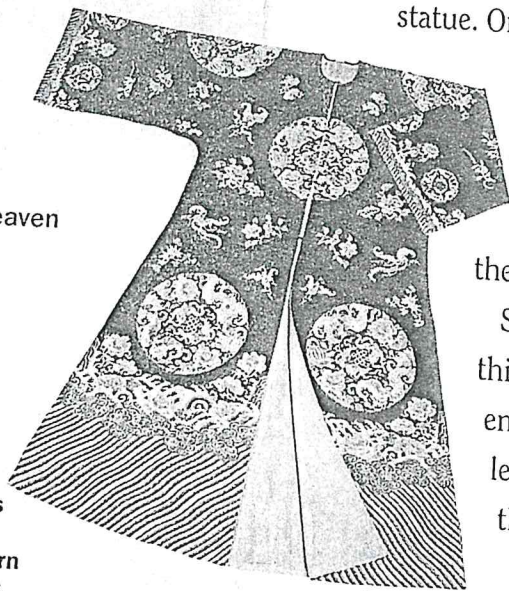
"We are now entering the Great Temple," the tour guide says.

You walk into an enormous temple. Several statues fill the room. Your eyes move to the largest one. It towers above you. Nine brilliantly colored silk robes cover the statue. On the garments are beautifully embroidered

symbols. You identify images of the sun, moon, mountains, dragons, pheasants, water lilies, and flames of fire.

"The sun, moon, and mountains were the signs of kings," the tour guide remarks.

Surely this man was someone great, you think to yourself. He might have even been an emperor. As you listen to the tour guide, you learn that this man was a teacher, rather than a king.



▶ In China robes made of silk cloth were worn by the wealthy.



Summarize As you read, combine the most important facts about Confucianism.

Master Kung

At the Great Temple, you learn more about who this teacher was. You also learn about how his teachings and ideas influenced Chinese culture.

In China, Confucius (kuhn FYOO shuhs) is known as Kung Fuzi (KOONG FOO zuh), or Master Kung. He was born in 551 B.C. in the state, Lu Province. Because his family was of some nobility, or a high-ranking social class, Confucius was able to be educated as a scholar. He gradually gathered around him a group of fellow scholars as disciples, or followers. Many scholars like Confucius traveled during that time. With his disciples, Confucius set off one day in search of a ruler who would welcome him as an advisor.

Confucius lived in the later years of the Zhou dynasty, a time of much conflict. Traditional society had broken down. Confucius found signs of this chaos on his travels. Many people were greedy, cruel, and insensitive toward the needs of others. Confucius was a teacher of morals, or deciding what is right and wrong, and a disciplined thinker. He valued order, harmony, and ways of making the world right.

➤ Built in 1724, the Great Temple of Confucius is located in Qufu, Shandong Province, China.

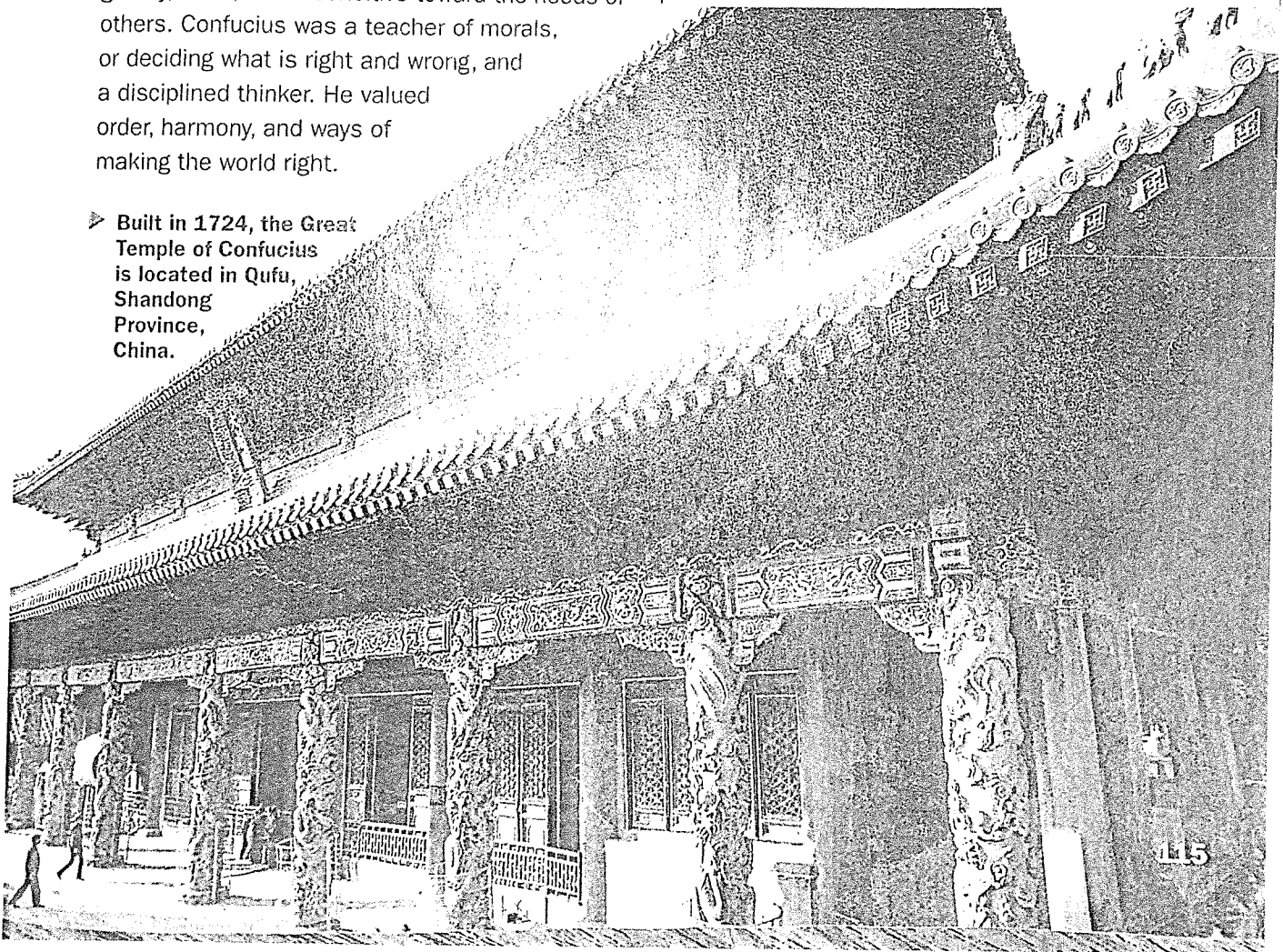
➤ Confucius was not an emperor or a king, but his ideas greatly influenced Chinese culture and civilization.

Confucius found a place in the court of a king and stayed for several years. His reputation as a great teacher grew, and many people went to him for advice. When he was older, Confucius returned to his home state of Lu, where he did much writing. He interpreted and revived older Zhou texts as well, such as the *Book of Documents*. It is said that Master Kung had some 3,000 followers by the time of his death in 479 B.C.



Archivo Iconografico, S.A./Corbis

REVIEW What are some of the morals that Confucius valued? ☞ Summarize



The Master's Work

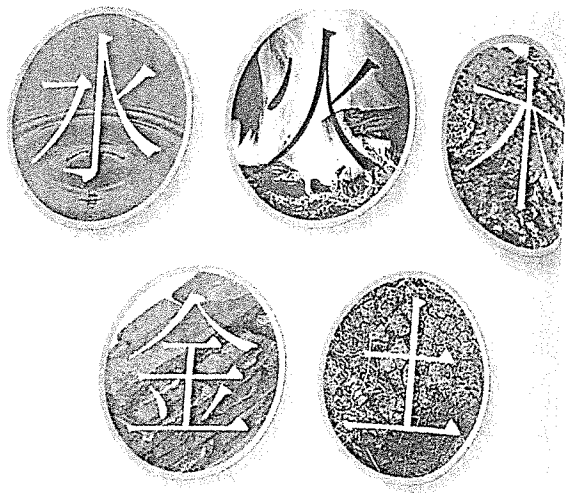
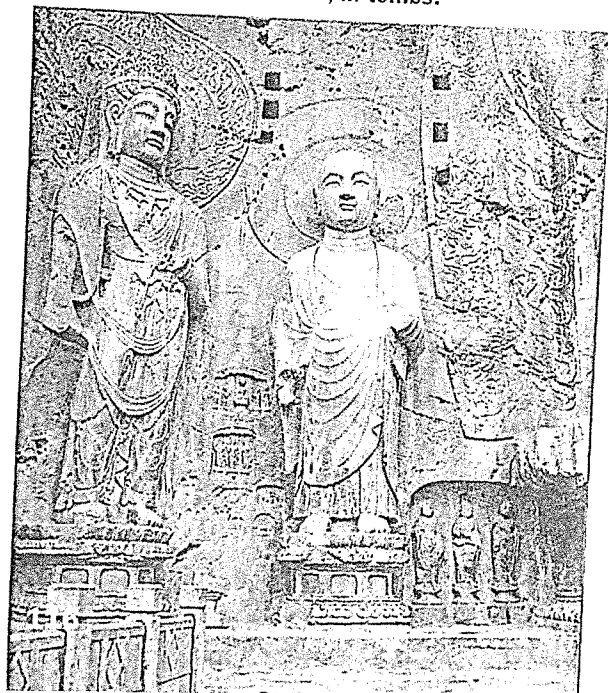
The *Analects* is a collection of sayings by Confucius that were written down by his students. It is the main printed work of Confucius. In it he gives advice to people who want to do the right thing. Confucius tried to give examples that were relevant to the daily lives of people. Respect for all people is probably his first principle:

"When you go out, treat everyone as if you were welcoming a great guest. Do not do unto others what you would not have them do unto you."

These virtues—a sense of humanity, respect for the family, and humility, or modesty—are at the core of Confucianism. This way of thinking and living continued to develop centuries after Confucius died.

Confucianism teaches the middle way, which means that people should make balanced decisions. For example, a person should think twice before fighting. The middle way between being a coward and being a reckless person is bravery.

► These figures are from a cave at Luoyang in Henan Province. Confucius strongly approved of the growing practice of placing statues, such as those pictured below, in tombs.



► Some Chinese thinkers tried to explain the universe in terms of five elements—water, fire, wood, metal, and earth.

Confucianism teaches that each person should accept his or her role in society: ruler, subject, teacher, student, noble, or peasant. Confucius taught the central value of parents' love for their children. He also taught that children must obey, respect, and honor their parents and teachers. Confucius found greater peacefulness and social order in the earlier years of the Zhou dynasty. He wanted to revive what he thought was good and get rid of what was bad.

In Confucianism, a ruler was seen as a great authority, the "son of heaven." Rulers should have the Mandate of Heaven, or the divine right to govern for the good of all people. A good ruler brought times of prosperity and peace. But a harsh or unwise ruler could be pushed off the throne by the people, losing the Mandate of Heaven. Confucius also thought that the people needed to respect their ruler. He warned kings:

"Lead the people by means of government policies and regulate them through punishments, and they . . . have no sense of shame. Lead them by means of virtue . . . and they will have a sense of shame and moreover have standards."

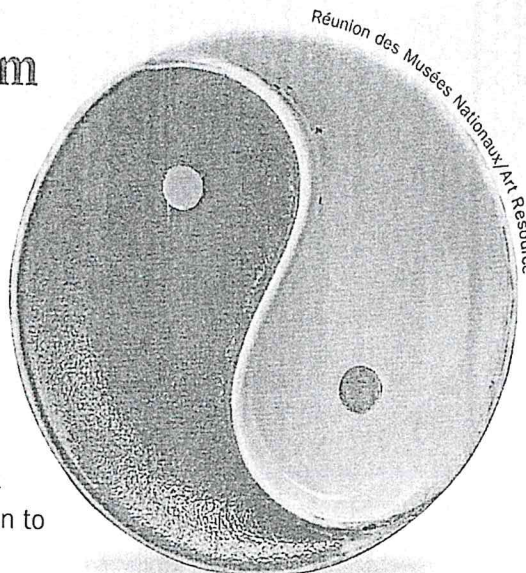
REVIEW Name three important Confucian principles. Main Idea and Details

Beyond Confucianism

Confucius was not the only scholar who had influence on China during this time. This period was called the "hundred schools of thought."

One of its thinkers was a follower of Confucius. His name was Mencius (MEHN shee uhs). Mencius declared that people were good by nature. His work supported the Confucian belief of respect for humanity and strong, honest rulers. By about 350 B.C., Mencius began to spread Confucianism.

Daoism (DOW ih zuhm) is the belief in finding the "way," or the dao, of the universe. Daoism had almost as much influence on Chinese culture as did Confucianism. However, it did not focus on order like Confucianism did. Laozi (LAOW dzuh) was the first great teacher of Daoism and taught before Confucius. He and other Daoists believed that people should live in harmony with nature, not apart from it.



▶ The yin and yang show that all forces have a complementary force: good and evil, sun and moon, heaven and earth.

REVIEW What are some similarities among Confucianism and other ways of thinking in China? Compare and Contrast

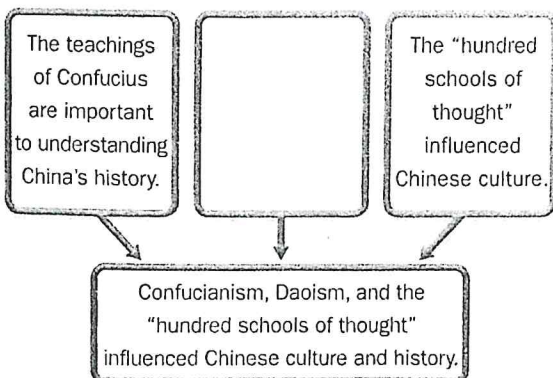
Summarize the Lesson

- **551-479 B.C.** Confucius was a teacher who lived at the end of the Zhou dynasty in a time of conflict.
- **about 350 B.C.** Mencius began to spread Confucianism.

LESSON 3

Check Facts and Main Ideas

1. **Summarize** On a separate piece of paper, fill in the missing detail in the blank below.



Answer in complete sentences

1. Briefly explain three Confucian principles.
2. What are the *Analects*?
3. Besides Confucianism, what other way of thinking has had much influence in China?
5. **Critical Thinking: Make Generalizations**
How have Confucianism and Daoism influenced Chinese culture?

Link to

Writing

Write an Article Write an article explaining how a follower of Confucius might answer this question: "Should we honor our rulers?"