



Review & Enrichment

Week of April 27th

Grade 6

Student Name _____

Teacher Name _____

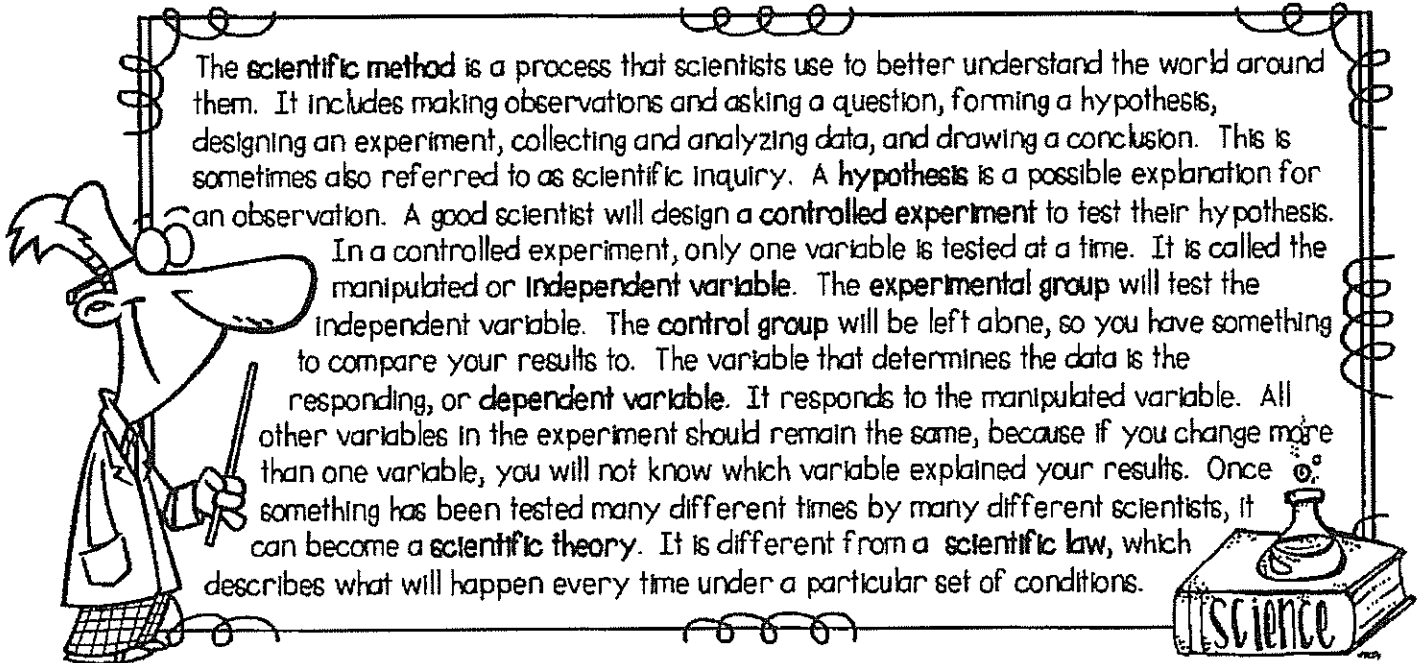
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McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6th Science		LESSON TITLE: Scientific Method Review		
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 3.2.6.B7.Science as Inquiry				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand the process of the scientific method• Be able to apply their knowledge of the scientific method and identify specific parts of the scientific method through real life scenarios				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Recall their knowledge of the scientific method from class2. Read and complete the worksheet3. Please follow all the directions stated on the worksheet				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Please work with an adult to complete the packet For advanced learners: <ul style="list-style-type: none">• Please be ready to apply what you learn to the labs that will follow				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Exploring the Scientific Method (2 pages)				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of the scientific method• By being able to complete the worksheet with 100% accuracy				

Exploring the Scientific Method

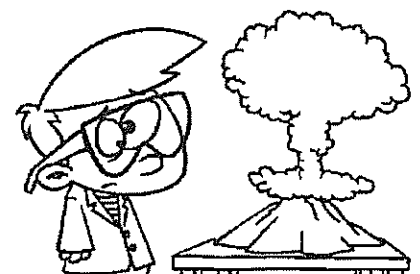


The **scientific method** is a process that scientists use to better understand the world around them. It includes making observations and asking a question, forming a hypothesis, designing an experiment, collecting and analyzing data, and drawing a conclusion. This is sometimes also referred to as scientific inquiry. A **hypothesis** is a possible explanation for an observation. A good scientist will design a **controlled experiment** to test their hypothesis. In a controlled experiment, only one variable is tested at a time. It is called the manipulated or **independent variable**. The **experimental group** will test the independent variable. The **control group** will be left alone, so you have something to compare your results to. The variable that determines the data is the responding, or **dependent variable**. It responds to the manipulated variable. All other variables in the experiment should remain the same, because if you change more than one variable, you will not know which variable explained your results. Once something has been tested many different times by many different scientists, it can become a **scientific theory**. It is different from a **scientific law**, which describes what will happen every time under a particular set of conditions.

True or False

If the answer is true, write "true" on the line. If the answer is false, replace the underlined word or phrase with one that will make the sentence correct. Write the new word(s) on the line.

1. _____ Forming a hypothesis is the first step of the scientific method.
2. _____ A scientific law is different from a scientific theory because it describes something in nature without attempting to explain it.
3. _____ In order for a hypothesis to be testable, scientists need to be able carry out investigations that will either support or disprove it.
4. _____ The experimental group is the group that is left alone during the experiment.
5. _____ The manipulated variable is the same thing as the independent variable.



Matching

Match the word to the definition. Write the letter on the line.

- | | |
|-------------------------------|--|
| 6. ____ Scientific inquiry | A. This group shows the effect of the variable being tested |
| 7. ____ Hypothesis | B. This is the one variable that is changed |
| 8. ____ Control group | C. A well-tested explanation for experimental results |
| 9. ____ Experimental group | D. The many ways in which scientists study the natural world |
| 10. ____ Independent variable | E. A possible answer to a scientific question |
| 11. ____ Dependent variable | F. This describes an observed pattern in nature |
| 12. ____ Scientific theory | G. This group is left alone and not experimented on |
| 13. ____ Scientific law | H. This is the variable that gets measured |



Identifying

Read through the following scenarios. Identify the control group, the experimental group, the independent variable, and the dependent variable.

Scenario	Independent Variable	Dependent Variable	Experimental Group	Control Group
A company wants to test a new dog food that is supposed to help overweight dogs lose weight. 50 dogs are chosen to get the new food, and 50 more continue their normal diets. After one month, the dogs are checked to see if they lost any weight.	14.	15.	16.	17.
A new sunscreen has been developed that is supposed to be more effective at preventing sunburn. 30 participants spray one arm with the new formula, and spray the other arm with the leading formula. After 4 hours in the sun, their skin is evaluated for any redness.	18.	19.	20.	21.
A student wants to study the effect of sunlight on plant growth. In his experiment, 12 plants receive normal amounts of sunlight, but half of them are kept under bright sun lamps all night long. After 6 weeks, the plants' heights are measured.	22.	23.	24.	25.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6TH GRADE/ MATHMATICS			LESSON TITLE: AREA	
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): Content Standards: <ul style="list-style-type: none">○ 6.G.1 – Geometry○ 6.G.3 – Geometry○ 6.NS.8 – The Number System				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand how measurement helps to solve problems in everyday life.• Be able to use models and formulas to find areas of parallelograms, triangles, and trapezoids.				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Read and complete the Reteach Pages for lessons 1-5. Area2. Complete the Chapter 9 Test Form A - Area				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Show all work and/or explain your reasoning. Complete the odd numbered problems only. For advanced learners: <ul style="list-style-type: none">• Show all work and explain your reasoning.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Chapter 9 Reteach Pages Lesson 1-5• Chapter 9 Test Form 1A - Area				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of how measurements help you solve problems in everyday life.• By being able to find the area of parallelograms, triangles, and trapezoids.				

Glencoe Math Series

Chapter 9:

- Reteach Pages:
 - Lesson 1 page
 - Lesson 2 page
 - Lesson 3 page
 - Lesson 4 page
 - Lesson 5 page
- Complete
 - Chapter 9 test pages

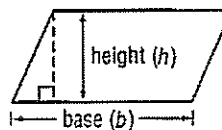
Lesson 1 Reteach

Area of Parallelograms

Words The area A of a parallelogram is the product of any base b and its height h .

Symbols $A = bh$

Model



Example 1
Find the area of the parallelogram.

$$A = bh$$

Area of parallelogram

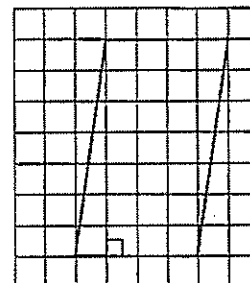
$$A = 4 \times 7$$

Replace b with 4 and h with 7.

$$A = 28$$

Multiply.

The area is 28 square units or 28 units².



The base is 4 units,
and the height is 7 units.

Example 2
Find the height of the parallelogram.

$$A = bh$$

Area of parallelogram

$$24 = 6 \cdot h$$

Replace A with 24 and b with 6.

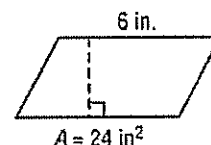
$$\frac{24}{6} = \frac{6h}{6}$$

Divide each side by 6.

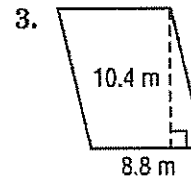
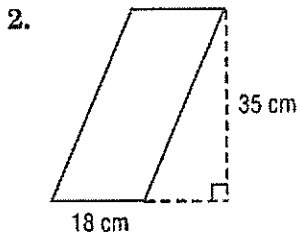
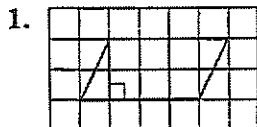
$$4 = h$$

Simplify.

So, the height is 4 inches.



Find the area of each parallelogram.



4. Find the height of a parallelogram if its base is 9 feet and its area is 27 square feet.

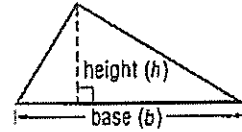
Lesson 2 Reteach

Area of Triangles

Words The area A of a triangle is one half the product of any base b and its height h .

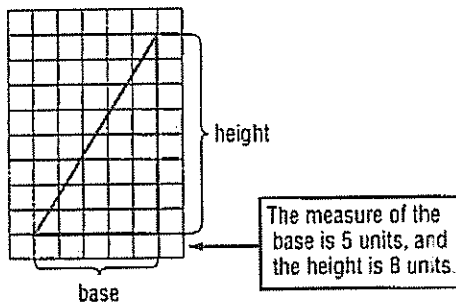
Symbols $A = \frac{1}{2}bh$ or $A = \frac{bh}{2}$

Model



Examples

1. Find the area.



$$A = \frac{bh}{2}$$

Area of a triangle

$$A = \frac{5 \times 8}{2}$$

Replace b with 5 and h with 8.

$$A = \frac{40}{2}$$

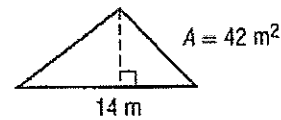
Simplify the numerator.

$$A = 20$$

Divide.

The area is 20 square units.

2. Find the height.



$$A = \frac{bh}{2}$$

Area of a triangle

$$42 = \frac{14 \cdot h}{2}$$

Replace A with 42 and b with 14.

$$42(2) = \frac{14 \cdot h}{2} (2)$$

Multiply both sides by 2.

$$84 = 14 \cdot h$$

Simplify.

$$\frac{84}{14} = \frac{14 \cdot h}{14}$$

Divide by 14.

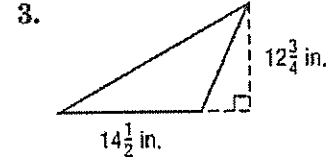
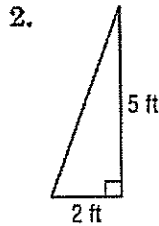
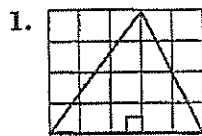
$$6 = h$$

Simplify.

The height is 6 meters.

Exercises

Find the area of each triangle.



Find the missing dimension.

4. height: 12 in., area: 24 in²

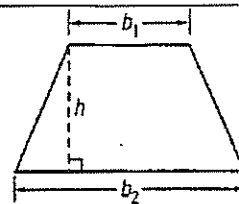
5. base: 15 m, area: 37.5 m²

Lesson 3 Reteach

Area of Trapezoids

A trapezoid has two bases, b_1 and b_2 . The height of a trapezoid is the distance between the two bases. The area A of a trapezoid equals half the product of the height h and the sum of the bases b_1 and b_2 .

$$A = \frac{1}{2}h(b_1 + b_2)$$



Example

Find the area of the trapezoid.

$$A = \frac{1}{2}h(b_1 + b_2)$$

Area of a trapezoid

$$A = \frac{1}{2}(4)(3 + 6)$$

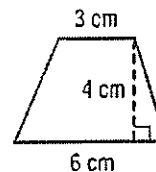
Replace h with 4, b_1 with 3, and b_2 with 6.

$$A = \frac{1}{2}(4)(9)$$

Add 3 and 6.

$$A = 18$$

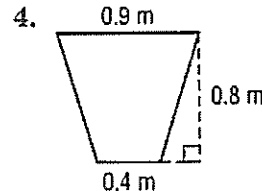
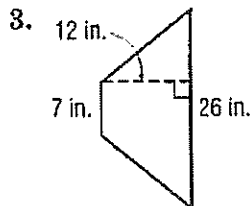
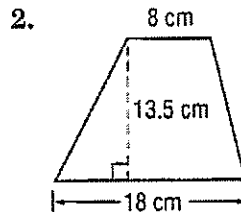
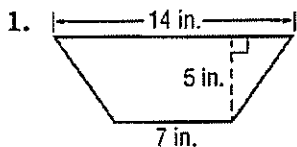
Simplify.



The area of the trapezoid is 18 square centimeters.

Exercises

Find the area of each figure. Round to the nearest tenth if necessary.

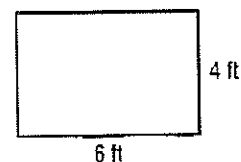


Lesson 4 Reteach

Changes in Dimension

Example 1

Suppose the side lengths of the rectangle shown at the right are doubled. What effect would this have on the perimeter?

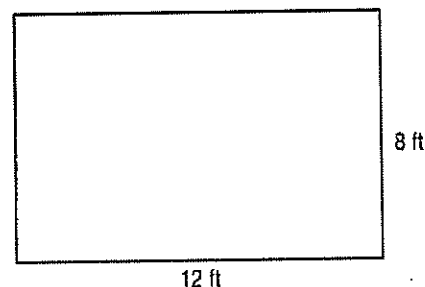


The dimensions are two times greater.

original perimeter: $2(6) + 2(4) = 20$ feet

new perimeter: $2(12) + 2(8) = 40$ feet

Since $40 = 2(20)$, the perimeter is 2 times the perimeter of the original figure.



Example 2

Refer to Example 1. What effect would the described change have on the area?

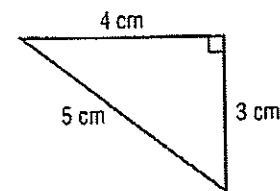
original area: $6 \cdot 4 = 24$ square feet

new area: $12 \cdot 8 = 96$ square feet

Since $96 = 4(24)$, the area is 4 times the area of the original figure.

Exercises

Refer to the figure at the right for Exercises 1 and 2. Justify your answers.



- Each side length is multiplied by 4. Describe the change in the perimeter.

- Each side length is tripled. Describe the change in the area.

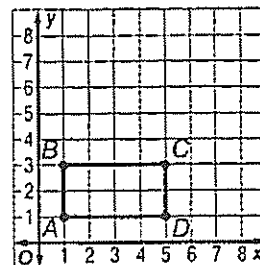
Lesson 5 Reteach

Polygons on the Coordinate Plane

You can use coordinates of a figure to find its dimensions by finding the distance between two points.
 To find the distance between two points with the same x -coordinates, subtract their y -coordinates.
 To find the distance between two points with the same y -coordinates, subtract their x -coordinates.

Example

A rectangle has vertices $A(1,1)$, $B(1,3)$, $C(5,3)$, and $D(5,1)$. Use the coordinates to find the length of each side. Then find the perimeter of the rectangle.



Width: Find the length of the horizontal lines.

\overline{AD} is 4 units long.

\overline{BC} is 4 units long.

Length: Find the length of the vertical lines.

\overline{AB} is 2 units long.

\overline{DC} is 2 units long.

Add the lengths of each side to find the perimeter.

$$4 + 4 + 2 + 2 = 12 \text{ units}$$

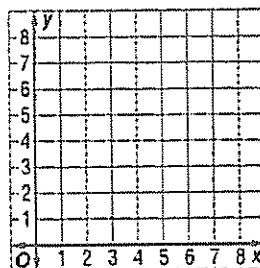
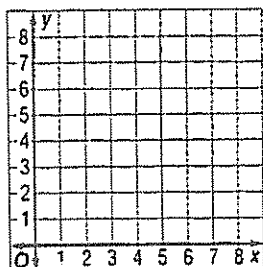
So, rectangle $ABCD$ has a perimeter of 12 units.

Exercises

Use the coordinates to find the length of each side of the rectangle. Then find the perimeter.

1. $R(1,1)$, $S(1,7)$, $T(5,7)$, $U(5,1)$

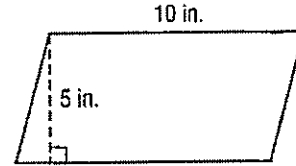
2. $E(3,6)$, $F(7,6)$, $G(7,2)$, $H(3,2)$



Test, Form 1A

Write the letter for the correct answer in the blank at the right of each question.

1. An artist is using tiles in the shape of a parallelogram to make a mosaic. The tiles have the dimensions shown. What is the area of one tile?



- A. 2 in^2 C. 25 in^2
 B. 15 in^2 D. 50 in^2

1. _____

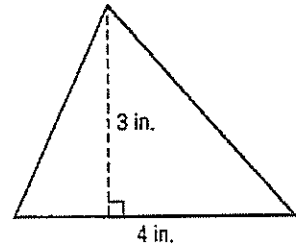
2. What is the height of a parallelogram with base 7 meters and an area of 84 square meters?

- F. 7 m H. 294 m
 G. 12 m I. 588 m

2. _____

3. What is the area of the triangle?

- A. 24 in^2
 B. 12 in^2
 C. 6 in^2
 D. 3.5 in^2



3. _____

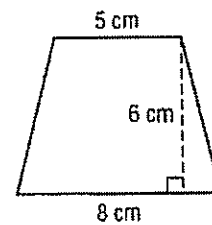
4. A triangle is cut from a piece of fabric. The triangle has a height of 8 inches and an area of 120 square inches. What is the length of the base of the triangle?

- F. 960 in. H. 30 in.
 G. 480 in. I. 15 in.

4. _____

5. An eraser has the dimensions shown at the right. What is the area of the eraser?

- A. 19 cm^2
 B. 39 cm^2
 C. 78 cm^2
 D. 120 cm^2



5. _____

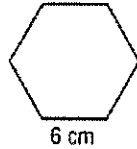
6. Which of the following is *not* a characteristic of the figure with vertices at coordinates $A(1, 1)$, $B(1, 2)$, $C(2, 2)$, and $D(2, 1)$?

- F. four right angles
 G. four vertices
 H. two sets of parallel lines
 I. two acute angles

6. _____

Test, Form 1A (continued)

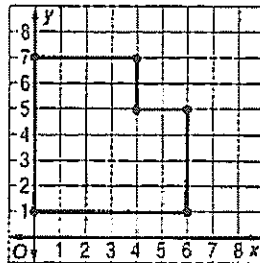
7. The regular hexagon shown is enlarged so that its sides are 5 times as large. What affect does this have on the perimeter?



- A. The perimeter is 2.5 times greater.
- B. The perimeter is 5 times greater.
- C. The perimeter is the same.
- D. The perimeter is 10 times greater.

7. _____

8. The blueprints for a new garden are shown. Each grid square on the blueprint has a length of 10 feet. What is the total distance, in feet, around the garden?



- F. 22 feet
- G. 24 feet
- H. 220 feet
- I. 240 feet

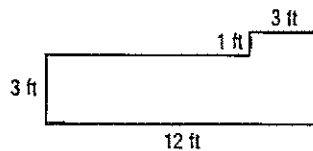
8. _____

9. A rectangle has vertices $A(1, 2)$, $B(1, 7)$, $C(4, 7)$, and $D(4, 2)$. What is the perimeter of the rectangle?

- A. 3 units
- B. 5 units
- C. 15 units
- D. 16 units

9. _____

10. What is the area of the figure shown below?



- F. 39 ft^2
- G. 41 ft^2
- H. 50 ft^2
- I. 60 ft^2

10. _____

11. Two acute triangles have perimeters of 20 meters and 100 meters respectively. How many times greater is the perimeter of the larger triangle?

- A. 8 times
- B. 6 times
- C. 5 times
- D. 4 times

11. _____



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6 th Social Studies Ancient History		LESSON TITLE: Chapter 2 Review: Ancient Mesopotamia Sequence of Events		
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 8.4.6.A 8.4.6.B				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand the sequence of events that occurred in Ancient Mesopotamia• Be able to put in order important events that lead to the spread of population throughout Ancient Mesopotamia				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Read/Review Chapter 2: Lesson 12. Complete the sequence of events chart				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• For each column struggling learners are only required to list 2 or 3 events in the correct order For advanced learners: <ul style="list-style-type: none">• Complete the "Talk About It" section below the sequence chart with a family member or friend and be prepared to share out in class.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Chapter 2: Lesson 1 "My Lesson Guide" worksheet pg. 16				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of the events that lead to the spread of population throughout Ancient Mesopotamia• By being able to complete the sequence chart and be prepared to discuss in class				

My Lesson Guide

Directions: Write the details below in the correct order in the sequence chart.

- The people of Mesopotamia traded with faraway places.
- Improved farming techniques led to surpluses of food crops.
- Mesopotamian culture spread to other parts of the world.
- Farmers developed irrigation systems to solve the problem of low rainfall.
- Some villages grew into city-states with their own governments.
- The population of southern Mesopotamia grew.

Sequence chart with six empty rounded rectangular boxes connected by downward-pointing arrows.

Talk About It

Work with a small group. Suppose that you are citizens of a new city-state in Mesopotamia. Act out a conversation you might have with other citizens about changes you have noticed in your culture. How has the area of Mesopotamia where you live developed? How might life be improved?



Notes for Home: Your child learned about the development of civilization in Mesopotamia.

Home Activity: Have your child relate what he or she learned about the civilization that first developed in southwestern Asia. Together, look at a map and identify the countries that occupy this region today. Discuss recent news events that feature this region.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6 th grade Reading and Language Arts			LESSON TITLE: Court Gives Saggy Pants a Lift	
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence. CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. C.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none"> • Understand how an anticipation guide prepares them for reading. • Understand the difference between fact and fiction. • Be able to annotate text. • Be able to utilize context clues to determine the connotation of vocabulary. • Be able to complete a pre-writing activity. • Be able to distinguish between verb tenses as they fit into context. • Be able to identify the antecedent of a pronoun. • Be able to generate inferences and justify them. • Be able to organize thoughts and write appropriate notes for reading. • Be able to analyze text to determine the author’s intended meaning for writing. • Be able to complete open ended responses utilizing the information provided in the text. 				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none"> 1. Complete the <u>Anticipation Guide</u> for “Court Gives Saggy Pants a Lift” page 573. 2. Activate prior knowledge by completing <u>Predicting ABCs</u> on page 574. 3. Read “<u>What’s Happening in The USA?</u>” on page 577, annotating as you read. 4. Utilize context clues to find the definitions of provided words in <u>Get a Context Clue</u> on page 578. 5. Use text evidence to complete <u>Word Map</u> on page 579. 6. Complete <u>How’s It Organized</u> on page 581 using the information from the story. 7. Determine fact and inference based on the provided passage to complete <u>Is That a Fact?</u> on page 582. 8. Analyze the author’s purpose and cite text evidence to support your response using the <u>Reaction Guide</u> on page 588. 9. Utilize affixes to finish the <u>Word Parts</u> on page 585. 10. Identify the antecedent for the pronoun based on the context of the passage to complete <u>Look Who’s Talking</u> on page 580. 				

Please check off the completed pages
for Lesson #1

- Anticipation Guide page 573
- Predicting ABCs page 574
- What's Happening in the World? Page 577
- Get a Context Clue page 578
- Word Map page 579
- How's it Organized? Page 581
- Lined Paper
- Is That a Fact? Page 582
- Reaction Guide page 588
- Word Parts page 585
- Look Who's Talking page 580
- Text Based Response worksheet

11. Complete the written responses for the Text Based Responses.

12. Assessment on page 590 will be given in class to evaluate understanding. – not included in student packet

ACCOMMODATIONS:

For struggling learners:

- Have someone at home read the article to you.
- Shorter responses are accepted.
- Highlighting or underlining to cite text evidence.
- Eliminated multiple choice responses
- Elimination of the text based responses.

For advanced learners:

- Complete the accompanying TDA with the article.

HANDOUTS (exact names of ALL accompanying handouts) & RESOURCES (materials, websites, books, etc.)

- Anticipation Guide page 573
- Predicting ABCs page 574
- What's Happening in the World? Page 577
- Get a Context Clue page 578
- Word Map page 579
- How's it Organized? Page 581
- Lined Paper
- Is That a Fact? Page 582
- Reaction Guide page 588
- Word Parts page 585
- Look Who's Talking page 580
- Text Based Response worksheet
- Assessment page 590 – to be administered at a later time (not included in student packet.)

EVIDENCE OF LEARNING

Students will demonstrate their:

- Understanding of skills reviewed throughout the lesson.
- By being able to complete Assessment on page 590.

Name _____ Date _____

ANTICIPATION GUIDE

Directions: Before you read the article "Court Gives Saggy Pants a Lift," read the statements below. If you agree with a statement, put a checkmark on the line next to it. If you disagree, put an X on the line.

- _____ **1.** Certain groups have the right to tell people what to wear.
- _____ **2.** Laws banning fashion are against our freedom of expression.
- _____ **3.** A city should be able to ban fashion that people find offensive.

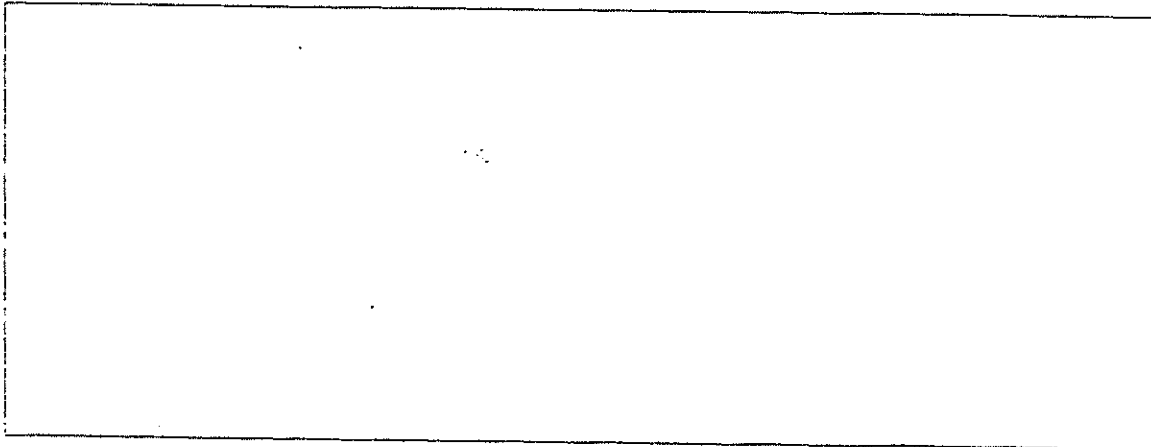
Once you have responded to the statements above, write in the section below why you agree or disagree with each statement.

- 1.** _____

- 2.** _____

- 3.** _____

In the box below, draw a picture of what you think this article is about.



Name _____ Date _____

PREDICTING ABCs

Directions: The article you are going to read is about dress codes and the law. See how many boxes you can fill in below with words relating to this topic. For example, put the word *pants* in the P-R box. Put at least one word in every box, and then try to write a word for every letter.

A-C	D-F	G-I
J-L	M-O	P-R
S-T	U-V	W-Z

What's Happening

IN THE U.S.A.?

BY LAWRENCE GABLE
© 2014 What's Happening Publications

SUBJECT: SPORTS, ARTS and SELF-EXPRESSION

Court Gives Saggy Pants a Lift

1 In recent years boys and young men have been wearing their pants low. Often their boxer shorts show. This may be a cool fashion to them, but many towns think it is indecent. Riviera Beach, Florida, made it illegal, but the county's public defender challenged that law a year later.

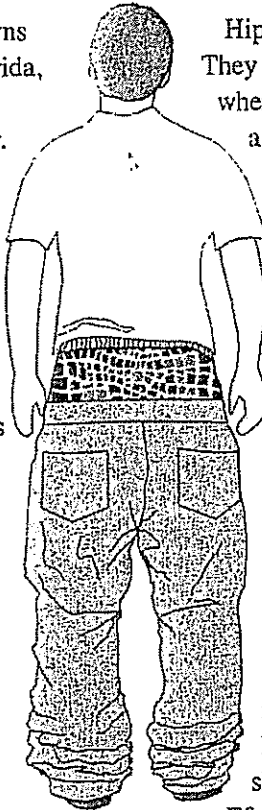
2 There are decency laws everywhere in the U.S. They protect people from things that are morally offensive. The laws apply to things like public behavior, art, TV, and even personalized license plates.

3 Many places also have dress codes. Some professions require workers to wear uniforms, and some employers limit what employees can wear. Pro basketball players follow a dress code off the court. Schools can restrict what students and teachers wear. In general, dress codes apply to private settings.

4 The attempts by cities to ban saggy pants fall somewhere between dress codes and decency laws. Cities are not trying to create public dress codes. They already have decency laws, but they do not cover boxer shorts. Some people find the fashion disgusting and want to ban it.

5 A number of places have banned saggy pants. Their laws define how low pants can be. Officials in Augusta, Georgia, considered changing its decency law. It would have made "exposure of the buttocks" illegal, but not exposing boxer shorts. City officials voted not to change the law after all.

6 The American Civil Liberties Union (ACLU) opposes laws against saggy pants. The organization has offered to represent individuals in court. It believes that such laws go against the right to freedom of expression. The ACLU also fears that cities could use them



unfairly against young Black men and the poor.

7 There is a certain racial origin to the style.

Hip-hop artists made sagging pants popular. They may have taken the style from prisons where prisoners do not have belts. For quite a while the style was popular mostly with young Blacks, but now many others also wear saggy pants.

8 In 2008 people in Riviera Beach voted for a law against sagging pants. In the first year the city charged nearly two dozen young men. After a 17-year-old had to spend a night in jail, a judge declared the ban unconstitutional. However, the city kept its law, so the public defender's office went to court.

9 The public defenders wanted the court to drop the charges against some young men. They argued that the U.S. Constitution protects fashion as freedom of expression. One witness, a fashion instructor, told the court that saggy pants have spread into the mainstream. She showed photos of David Beckham and Zac Efron wearing pants low.

10 Plenty of people argue that laws should stay away from fashion. People have different tastes in what looks good. Some other clothes show a lot of bare skin or undergarments, but they are not indecent. People who do not like sagging pants, but do not want laws against them, know that they will go away because fashions change.

11 In April 2008 a judge ruled against Riviera Beach's law. She said that the style may be "tacky or distasteful," but that the Fourteenth Amendment protects such choices. Since then officials in a few other towns have succeeded in passing laws against saggy pants. In Riviera Beach, though, where a court made the decision, pants can still sag.

GET A CONTEXT CLUE

Directions: Below are sentences from "Court Gives Saggy Pants a Lift." First, read the sentence. Then, look back in the article and reread the paragraph in which the sentence is found. Circle the best answer to each question.

"They protect people from things that are morally *offensive*."

1. The word *offensive* means

- A. acceptable
- B. extreme
- C. disagreeable
- D. rarely done

"Schools can *restrict* what students and teachers wear."

2. The word *restrict* means

- A. to shock
- B. to warn
- C. to limit
- D. to question

"The attempts by cities to ban saggy pants fall somewhere between dress codes and *decency* laws."

3. The word *decency* means

- A. what is helpful
- B. what is unusual
- C. what is proper for most
- D. what is likeable

"A number of places have *banned* saggy pants."

4. The word *banned* means

- A. made impossible
- B. sometimes allowed
- C. approved
- D. not allowed.

"After a 17-year-old had to spend a night in jail, a judge declared the ban *unconstitutional*."

5. The word *unconstitutional* means

- A. follows the laws
- B. promotes a law or code
- C. turns things around
- D. violates people's rights

"One witness, a fashion instructor, told the court that saggy pants have spread into the *mainstream*."

6. The word *mainstream* means

- A. general population
- B. youthful population
- C. hip-hop population
- D. marginalized population

Name _____ Date _____

WORD MAP

Directions: Follow the directions to map the word in the box below.

freedom

List two more words that mean the same.

right

List two more examples of a freedom.

freedom of speech

List two more words that mean the opposite.

restriction

Draw a picture below to help you remember the meaning.

Write a definition
IN YOUR OWN WORDS.

HOW'S IT ORGANIZED?

This article is organized as cause and effect, in which one thing happens which causes an effect, or reaction. This reaction often starts another event.

Directions: Answer these questions in the spaces at the bottom.

1. What is the cause of the controversy in this article?
2. What effect does this fashion have on some people?
3. How did Augusta, Georgia, respond to the controversy?
4. How did the ACLU react to Augusta's action?
5. How did Riviera Beach, Florida, respond to the controversy?
6. What event brought the controversy to court in Riviera Beach?
7. What did the judge decide about Riviera Beach's law?

Answers:

1.
2.
3.
4.
5.
6.
7.

*On a separate sheet of paper write a summary of what your notes say about the issue of saggy pants in Riviera Beach.

IS THAT A FACT?

Directions: Read the definitions of a fact and an inference below. Then read the paragraph that follows. At the bottom of the page, write an F on the blank if the sentence is a fact. Write an I if the sentence is an inference. Use the following definitions:

Fact—a statement that can be proven true from the paragraph

Inference—a guess as to what MIGHT be true, based on information you have read and what you already know about the subject

The attempts by cities to ban saggy pants fall somewhere between dress codes and decency laws. Cities are not trying to create public dress codes. They already have public decency laws, but they do not cover boxer shorts. Some people find the fashion disgusting and want to ban it. A number of places have banned saggy pants. Their laws define how low pants can be. The American Civil Liberties Union (ACLU) opposes laws against saggy pants.

- _____ 1. Some people feel they have a right to tell people how to dress.
- _____ 2. Some people are disgusted by this fashion.
- _____ 3. The ACLU does not want bans on saggy pants.
- _____ 4. Cities do not all have the same laws about saggy pants.
- _____ 5. The people who offend the public are usually males.
- _____ 6. The ACLU stands up for people's rights.

REACTION GUIDE

Directions: Now that you have read and studied information about "Court Gives Saggy Pants a Lift," reread the statements below, which you responded to before reading the article. Then think about how the author might respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then below the statement, copy the words, phrases, or sentences from the article that provide evidence of the views stated by the author. Also note if there is no evidence to support the statement.

_____ 1. Certain groups have the right to tell people what to wear.

Evidence: _____

_____ 2. Laws banning fashion are against our freedom of expression.

Evidence: _____

_____ 3. A city should be able to ban fashion that people find offensive.

Evidence: _____

WORD PARTS

Directions: A **base word** is a word that can stand alone. A **suffix** is added to the end of a base word to change how it's used in a sentence. The suffix **-ful** means "full of" (*thoughtful*); "characterized by" (*beautiful*); or "tending to be" (*harmful*). Write eight words that end with the suffix *-ful* on the lines below. Share the words with the rest of the class.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Directions: The suffix *-al* turns an action verb into a noun. In the following sentence, see how the verb *remove*, which means "to take away," becomes a **noun**.

The tow truck helped in the *removal* of the wrecked car.

The suffix *-al* also can turn a **noun** into an **adjective** that describes something. For example, the noun *parent* becomes the adjective *parental*. (Sometimes *-al* is part of the base word, so it is not a suffix, as in the words *cereal* or *meal*.)

Write definitions for the nouns and adjectives below. Try not to use the base word in the definition. If you don't know the base word, look it up in a dictionary or ask a partner.

1. national— _____
2. survival— _____
3. approval— _____
4. cynical— _____
5. dismissal— _____
6. biblical— _____
7. tropical— _____
8. critical— _____

LOOK WHO'S TALKING

Directions: Below are sentences that relate to "Court Gives Saggy Pants a Lift." Look back in the article and reread the paragraph in which you find the sentence. Circle the best answer to each question.

1. In the opening sentence, the word *their* best refers to
 - A. the county
 - B. the public defenders
 - C. the boys and young men
 - D. the laws

2. In the third sentence of paragraph 4, the first use of the word *they* refers to
 - A. the cities
 - B. the laws
 - C. the dress codes
 - D. the people

3. In the fourth sentence of paragraph 5, the word *it* refers to
 - A. the law
 - B. the people
 - C. the exposure
 - D. the city officials

4. In the last sentence of paragraph 7, the word *others* refers to
 - A. Hip-Hop artists
 - B. people
 - C. prisoners
 - D. young African-Americans

5. In the second sentence of paragraph 9, the word *they* refers to
 - A. the witnesses
 - B. the court
 - C. David Beckham and Zac Efron
 - D. the public defenders

6. In the last sentence of paragraph 10, the word *they* refers to
 - A. the fashion
 - B. the saggy pants
 - C. the people who don't like saggy pants
 - D. the laws

Write an argumentative essay stating whether it is a good or bad thing to have laws about fashion.

Make a claim (choose a side) and then support it with evidence from the article...Use the R.A.C.E.S. format.

Restate and give "2" Answers from the text

Cite and Explain the first answer-
