Wahitis Elementary - 6th Grade Checklist

	4/20		4/21		4/22		4/23		4/24
Math	Entry Task 121		Entry Task 122		Entry Task 123		Entry Task 124		Entry Task 125
	EE Lesson 38		NS Lesson 4		EE Lesson 39		RP Lesson 8		EE Lesson 40

Lesson 121

1. The student is asked to interpret fraction division in a context. Select all the questions that can be answered by determining the value of

$$\frac{5}{2} \div \frac{1}{4} \, ?$$

A. John has $\frac{5}{2}$ kilograms of rice and his sister Sally has 4 times that amount.
B. Terry ran $\frac{5}{2}$ miles. This is $\frac{1}{4}$ the distance that Kim ran. What is the distance, in miles, that Kim ran?
C. Danielle has a cat who is $\frac{10}{4}$ years old. Her dog is 4 times that age. How old is her dog?
D. Jeri had $\frac{5}{2}$ pounds of gummy worms, which she shared equally with her best friend. How many pounds of gummy worms did they each get?

2. A christmas tree has red and white ornaments. The ratio of red ornaments to the total number of ornaments is 17:32.

Select **all** the statements about the table cloth that are correct.

A. The ratio of total ornaments to white ornaments is 15:32.
B. The ratio of total ornaments to white ornaments is 32:15.
C. There must be 2 more white ornaments than red ornaments.
D. There must be 2 more red ornaments than white ornaments.

3. Enter the unknown value that makes this statement true:

☐ is 40% of 80

4. An equivalent expression to 2x + 8y can be written as the product of two factors. One of the factors is 2.
Enter the **second factor** that will result in 2x + 8y when the two factors are multiplied.

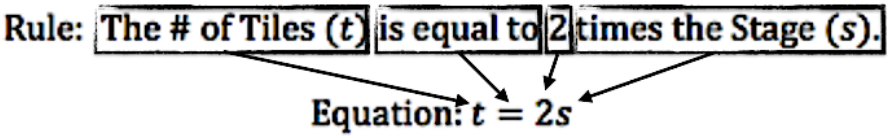
Core: Expressions & Equations Lesson 38 – Calculator Allowed

Name _____ Date _____

Quick Review: There are 4 quarts in one gallon and 60 minutes in one hour.

A tank is filling at the rate of 4 gallons per minute. How fast is the tank filling in quarts per hour?

When working with relationships that are multiplicative, we can use the following rule to help us write an equation:



For each of the following tables, write a rule and an equation that could represent the relationship.

1.

x	y
1	4
2	8
3	12
4	16

Rule:

Equation:

2.

x	y
0	0
1	7
3	21
6	42

Rule:

Equation:

3.

x	y
2	6
5	15
6	18
8	24
9	27

Rule:

Equation:

Core: Expressions & Equations Lesson 38 – Calculator Allowed

Name _____ Date _____

4.

x	y
0	0
3	24
4	32
7	56
12	96

Rule:

Equation:

5.

x	y
2	5
5	12.5
6	15
9	22.5
12	30

Rule:

Equation:

6.

x	y
0	0
2	3
4	6
6	9
8	12

Rule:

Equation:

7.

x	y
4	13
6	19.5
7	22.75
9	29.25
10	32.5

Rule:

Equation:

Core: Expressions & Equations Lesson 38 – Calculator Allowed

Name _____ Date _____

For the following tables, fill-in the missing values, then write a rule and equation to represent the relationship.

8.

x	y
	0
	6
4	12
6	
	24

Rule:

Equation:

9.

x	y
1	
	16
3	
	32
5	40

Rule:

Equation:

10.

x	y
3	
5	
6	42
10	
	77

Rule:

Equation:

11.

x	y
	12
5	20
8	
10	
	72

Rule:

Equation:

Core: Expressions & Equations Lesson 38 – Calculator Allowed

Name _____ Date _____

12.

x	y
	9
6	13.5
	15.75
10	
	27

Rule:

Equation:

13.

x	y
0	
3	5.4
	9
	14.4
12	

Rule:

Equation:

14.

x	y
1	
2	
	29.4
9	37.8
	42

Rule:

Equation:

15.

x	y
	37.5
17	42.5
18	
	50
21	

Rule:

Equation:

Lesson 1

1. Jack saves the same amount of money each week as shown in the table.

• Let w represent the number of weeks that Jack saves.
• Let t represent the total amount saved, in dollars.

Number of Weeks *w*	Total Amount Saved *t*
1	$ 6
2	$12
3	$18
4	$24

Determine whether each statement is true. Select True or False for each statement.

Statement	True	False
The equation $t = 6 + w$ represents the relationship between the number of weeks and the total amount saved.		
The total amount saved is 6 times the number of weeks.		
The number of weeks that Jack saves depends on the total amount of money Jack saves.		

2. Jack can type 484 words in 44 minutes.

How many words per minute can Jack type?

3. Enter the value of $2^4 \cdot (16 \div 4) \div 4$

4. Select **all** expressions that are equivalent to 3(12x + 9y).

A. 12(3x + 9y)
B. 36x + 27y
C. 9(3x + 12y)
D. 3(9x + 12y)

Core: Number Sense Lesson 4

Name _____

Date _____

Quick Review: Convert the following mixed numbers to improper fractions.

A. $3\frac{5}{8}$ B. $5\frac{3}{5}$ C. $4\frac{5}{6}$

Our algorithm for dividing fractions is to:	
Step 1: Convert all mixed numbers to improper fractions.	$1\frac{3}{4} \div 2\frac{1}{2}$ becomes $\frac{7}{3} \div \frac{5}{2}$
Step 2: wooOOoop it!	$\frac{7}{3} \div \frac{5}{2} =$
Step 3: Rewrite the wooOOOped equation.	$\frac{7}{3} \times \frac{2}{5} =$
Step 4: Multiply numerators and multiply the denominators.	$\frac{7}{3} \times \frac{2}{5} = \frac{14}{15}$

Rewrite each of the following fraction division equations as an equivalent multiplication equation. Then find the quotient.

1. $4\frac{2}{5} \div \frac{6}{7} =$

2. $\frac{1}{3} \div \frac{8}{9} =$

3. $\frac{4}{5} \div 2\frac{4}{9} =$

4. $3\frac{1}{3} \div \frac{1}{6} =$

5. $\frac{1}{2} \div 4 =$

6. $3\frac{1}{6} \div 4 =$

Core: Number Sense Lesson 4

Name _____

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7. $\frac{1}{5} \div 2 =$

8. $\frac{1}{4} \div 1\frac{7}{8} =$

9. $\frac{2}{5} \div 3\frac{1}{4} =$

10. $2 \div 4\frac{4}{9} =$

11. $4\frac{3}{5} \div 4 =$

12. $\frac{1}{2} \div 4\frac{1}{10} =$

13. $3 \div 4\frac{1}{7} =$

14. $2 \div \frac{5}{8} =$

15. $3\frac{1}{6} \div 4\frac{3}{4} =$

16. $2\frac{1}{3} \div 1\frac{2}{5} =$

17. $3\frac{2}{5} \div 1\frac{1}{4} =$

18. $2\frac{4}{5} \div 1\frac{2}{3} =$

Core: Number Sense Lesson 4

Name _____

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19. $2\frac{2}{7} \div 3\frac{1}{4} =$

20. $1\frac{2}{5} \div 6\frac{4}{7} =$

Lesson 123

1. Consider the inequality x > 8.
Determine whether each value of x makes this inequality true.
Select Yes or No for each value.

x	**Yes**	**No**
8		
-4		
10		
5		

2. Carl types 630 words in 7 minutes.
Enter the number of words Carl types in 2 minutes at this rate.

3. Enter the numeric expression that represents the sum of eight squared and twelve.

4. Select **all** equations that have x = 0 as a solution.

A. $x \div 3 \bullet x = x$

B. $x - 3 = x$

C. $x \bullet x = x$

D. $x \div 12 \bullet x = 1$

Core: Expressions & Equations Lesson 39 – Calculator Allowed

Name _____ Date _____

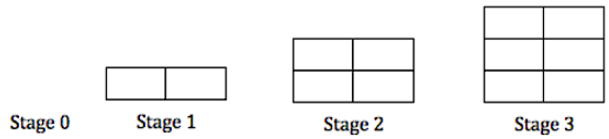
Quick Review: Find the missing values in the following table, then write a rule and an equation to represent the relationship.

x	y
4	
	22
16	44
24	
	99

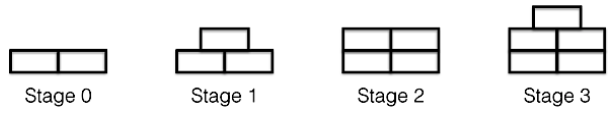
Rule:

Equation:

Remember the following exercise from Lesson 37?

Picture:	Table:
	Stage b / # of Tiles t: 0→0, 1→2, 2→4, 3→6
Rule: The number of tiles is equal to the 2 times the stage.	Equation: $t = 2s$

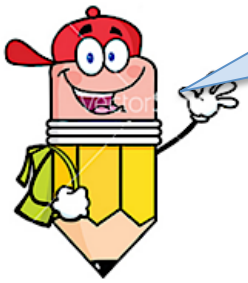
You found that the scenario above had a multiplicative relationship; or that there is a pattern created by multiplication. Take a look at the following scenario. What type of pattern do you notice here? Fill-in the table, write a rule, and write an equation for the pattern.

Picture:	Table:
	Stage (s) / # of Tiles (t): 0, 1, 2, 3, 4, 5
Rule: The number of tiles is equal to _____the stage.	Equation:

Ahh – Relationships don't only need to be formed by multiplication, they can be formed by addition as well!

Core: Expressions & Equations Lesson 39 – Calculator Allowed

Name _____ Date _____



When looking for patterns in mathematics, we really only have two possible rules to follow (in 6th grade…). They are:

Multiplication Rule: The total is equal to the rate times the stage.

Addition/Subtraction Rule: The total is equal to ____ plus/minus the stage.

Let's take a look at how we can tell the difference between an additive relationship and a multiplicative relationship in a table.

Table A	
x	y
1	5
2	10
3	15
4	20
5	25

Table B	
x	y
1	6
2	7
3	8
4	9
5	10

Notice how the x-values in Table A are multiplied by 5 to produce the y-values? And how the x-values have 5 added to them to produce the y-values in Table B?

As you work through the following exercises, think, "Is this relationship formed by multiplication or by addition/subtraction?" Answering that question is the first step toward writing a 'true' equation ☺

1.

x	y
1	4
2	5
3	6
4	7

Rule:

Equation:

2.

x	y
1	3
2	6
3	9
4	12

Rule:

Equation:

Core: Expressions & Equations Lesson 39 – Calculator Allowed

Name _____ Date _____

3.

x	y
1	8
4	11
5	12
8	15
13	20

Rule:

Equation:

4.

x	y
5	3.5
8	6.5
9	7.5
12	10.5
17	15.5

Rule:

Equation:

5.

x	y
2	6.4
6	19.2
8	25.6
12	38.4
13	41.6

Rule:

Equation:

6.

x	y
3	5.25
5	8.75
8	14
9	15.75
11	19.25

Rule:

Equation:

Core: Expressions & Equations Lesson 39 – Calculator Allowed

Name _____ Date _____

7.

x	y
2	1.4
3	2.4
5	4.4
9	8.4
15	14.4

Rule:

Equation:

8.

x	y
4	16
6	24
7	28
10	40
14	56

Rule:

Equation:

9.

x	y
2	4.25
3	5.25
5	7.25
9	11.25
10	12.25

Rule:

Equation:

10.

x	y
1	12
3	36
4	48
7	84
9	108

Rule:

Equation:

Core: Expressions & Equations Lesson 39 – Calculator Allowed

Name _____ Date _____

11.

x	y
5	11.5
8	18.4
12	27.6
14	32.2
15	34.5

Rule:

Equation:

12.

x	y
3	12
6	15
8	17
10	19
15	24

Rule:

Equation:

13.

x	y
0	3.7
4	7.7
7	10.7
9	12.7
14	17.7

Rule:

Equation:

14.

x	y
11	6.7
14	9.7
15	10.7
18	13.7
24	19.7

Rule:

Equation:

Core: Expressions & Equations Lesson 39 – Calculator Allowed

Name _____ Date _____

15.

x	y
4	17.2
7	30.1
9	38.7
14	60.2
16	68.8

Rule:

Equation:

16.

x	y
42	50.25
47	55.25
55	63.25
83	91.25
105	117.25

Rule:

Equation:

17.

x	y
37	24
42	29
45	32
52	39
64	51

Rule:

Equation:

18.

x	y
3	15.6
6	31.2
8	41.6
10	52
15	78

Rule:

Equation:

Lesson 124

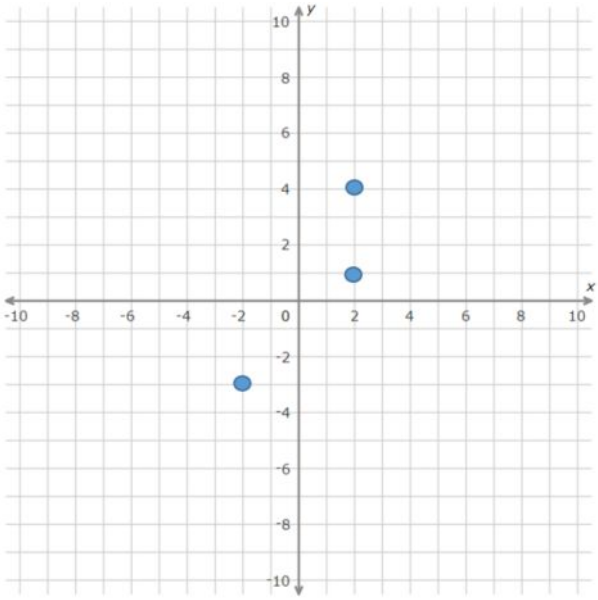
1. Sea level is defined as being at an elevation of 0 feet. Objects can be above or below sea level.

- Submarine K is 5.6 feet below sea level.
- Submarine D is 1.7 feet below sea level.
- Submarine X is 1.9 feet below sea level.

Determine whether each statement comparing the submarines is true. Select True or False for each statement.

Statement	True	False
Submarine D is deeper than Submarine X because $\|-1.7\| > \|-1.9\|$.		
Submarine K is deeper than Submarine D because $\|-5.6\| > \|-1.7\|$.		
Submarine K is deeper than Submarine X because $\|-5.6\| > \|-1.9\|$.		

2. This grid represents the layout of Jim's neighborhood. Each unit on the grid represents 1 square mile.



- Jim's house is located at (2, 4)
- A store is located at (-2, -3)
- Jim's grandma is located at (2, 1)

What is the distance, in miles, from Jim's house to his grandma's?

3. Select **all** the statements that correctly describe the expressions $(4^2 + 2^3) \cdot (4w)$.

A. 7 is a factor of the expression

B. The sum of 4w and 2^3 is a factor of the expression.

C. The expression represents the product of $4^2 + 2^3$ and $4w$

D. The expression represents the sum of $64w + 32w$

4. Enter the value of 2 ● y − 8 ÷ 4 when y = 7.

Core: Ratios Lesson 8

Name _____ Date _____

Quick Review: Marcus drove 140 miles in 4 hours. How many miles did he drive in one hour?

Unit rates do not always have to be whole numbers. They can also be fractions. For instance:

If Manuel ate 10 hot dogs in 8 minutes, find the number of hot dogs Manuel ate each minute.

Step 1: Write as a proportion: $\frac{10\ hot\ dogs}{8\ minutes} = \frac{x\ hot\ dogs}{1\ minute}$

Step 2: Cross multiply: $10 \times 1 = 8 \times x$

Step 3: Simplify: $10 = 8x$

Step 4: Divide by the coefficient: $\frac{10}{8} = \frac{8x}{8}$

Step 5: Interpret the solution: $x = \frac{10}{8}\ or\ 1\frac{1}{4}$

Manuel ate $1\frac{1}{4}$ hot dogs per minute.

A. A recipe has a ratio of 3 cups of flour to 4 cups of sugar.

1. What does the **ratio** $\frac{3}{4}$ mean in this situation?

3. How many cups of sugar are there for one cup of flour?

Core: Ratios Lesson 8

Name _____ Date _____

B. 8 people are going to share 3 candy bars.

1. How much of a candy bar is each person going to get?

2. What does the ratio $\frac{8}{3}$ mean in this situation?

C. To make a pink paint, a worker mixes 5 cups of white paint with 12 cups of red paint.

1. What does the ratio $\frac{12}{17}$ mean in this situation?

2. What is the ratio of cups of white paint to cups of red paint?

D. An orange juice recipe calls for 2 cups of concentrate and 3 cups of water.

1. How many cups of water are there for 1 cup of concentrate?

2. How many cups of concentrate are there for 1 cup of water?

Core: Ratios Lesson 8

Name _____ Date _____

E. At a basketball camp Julia and Mariah are attending, the dining room has two kinds of tables. Use unit rates to answer the following questions.

Table A

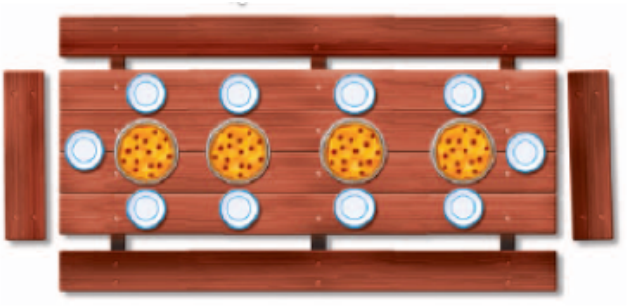
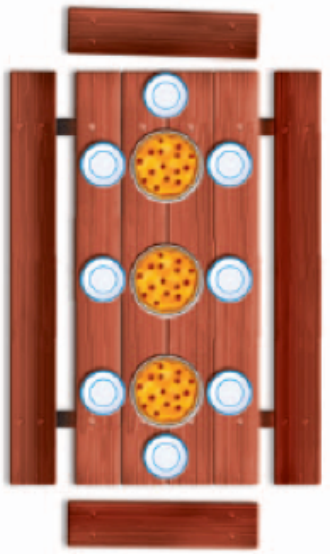


Table B



1. If everyone at Table A shares the pizza equally, how much of a pizza will they get?

2. If everyone at Table B shares the pizza equally, how much of a pizza will they get?

3. Which table should you sit at if you want the most pizza?

4. Suppose there were a third table that had 12 seats and 5 pizzas. How much of a pizza would people at this table get?

Core: Ratios Lesson 8

Name _____ Date _____

F. To make apple juice at the camp, the cooks mix 4 gallons of concentrate with 10 gallons of water.

1. How many gallons of concentrate are there for each gallon of water?

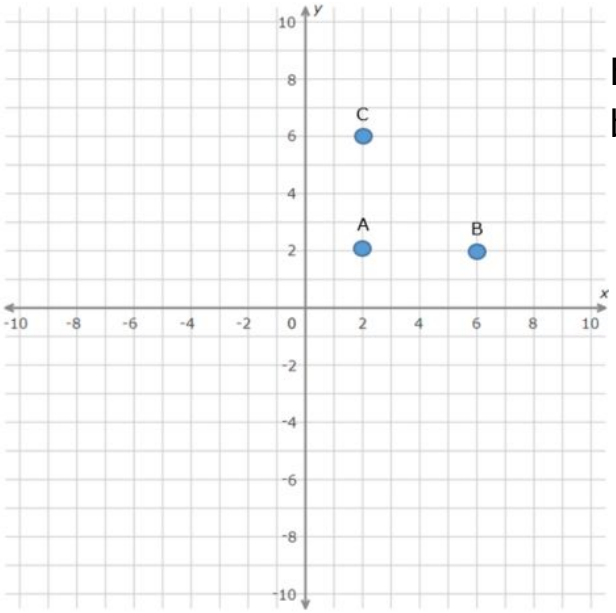
2. How many gallons of water are there for each gallon of concentrate?

4. What does the ratio $\frac{10}{14}$ mean in this situation?

5. Name two other combinations of juice and water that follow the same ratio.

Lesson 125

1. This grid shows the location of three points.



Enter the distance, in units, between point A and point B.

2. The table shows the number of tennis balls that fit into a given number of cans. Each can holds the same number of balls.

Cans	Balls
2	6
	15
7	21
9	27

Fill in the missing value in the table.

3. Enter the unknown value that makes this statement true:

☐ is 20% of 60

4. Select **all** values that make the inequality true.

$X > -3$

A. -4
B. -8
C. 0
D. -1

Core: Expressions & Equations Lesson 40 – Calculator Allowed

Name _____ Date _____

Quick Review: Elise went to the store to buy some t-shirts. A salesperson told Elise that it cost $55 for 4 t-shirts.

1. What was the unit price for the t-shirts?

2. How much would 7 shirts cost?

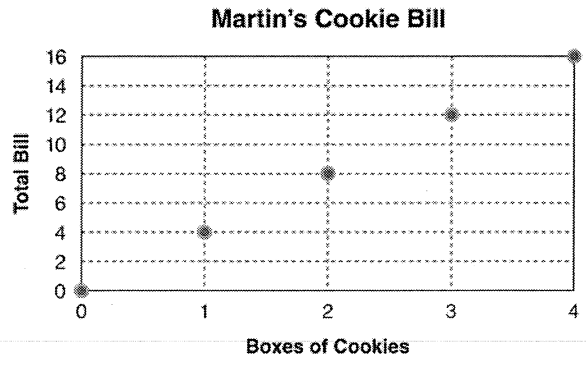
3. How many shirts could you buy with $100?

Recall from Lesson 37 that we can represent a relationship between two variables with a sentence, table, graph, or equation, like this:

<table>
<tr>
<td>Sentence:

Martin bought boxes of cookies for $4 each. His total bill is 4 times the number of boxes he bought.</td>
<td>Equation:

$t = 4b$</td>
</tr>
<tr>
<td>Graph:

 
</td>
<td>Table:

<table>
<tr><th># of Boxes
b</th><th>Total Bill
t</th></tr>
<tr><td>0</td><td>$0</td></tr>
<tr><td>1</td><td>$4</td></tr>
<tr><td>2</td><td>$8</td></tr>
<tr><td>3</td><td>$12</td></tr>
<tr><td>4</td><td>$16</td></tr>
</table></td>
</tr>
</table>

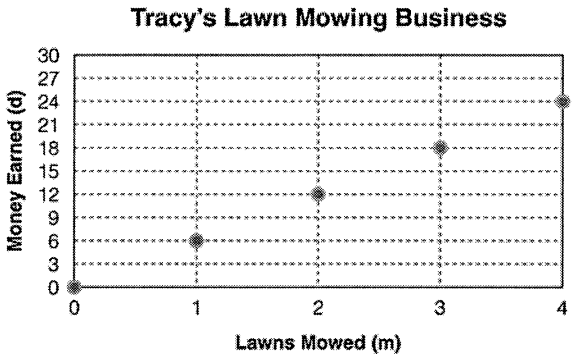
You have had quite a bit of practice writing equations to match a given table. Now, we turn our attention to graphs…

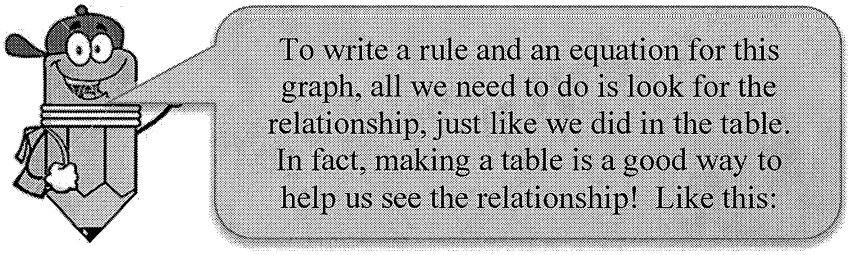
Here's the good news – writing an equation to match a graph is EXACTLY THE SAME as writing an equation to match a table. The only difference is that we must gather our information from the points rather than the numbers in the table… Here's an example:

Core: Expressions & Equations Lesson 40 – Calculator Allowed

Name _____ Date _____

Example 1:





m	d
0	0
1	6
2	12
3	18
4	24

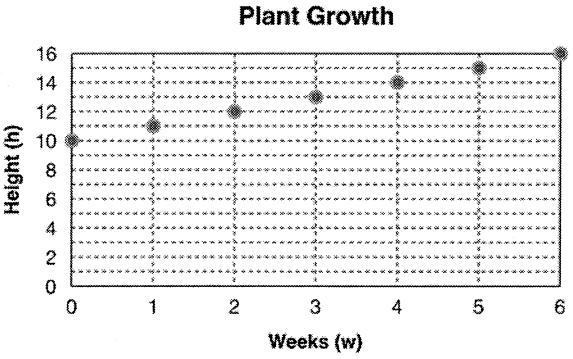
We can see from the table (and from the graph) that we multiply the x-value by 6 to create the y-value, so the relationship is multiplicative and we can use the rule we use with multiplication to help us write an equation, like this:

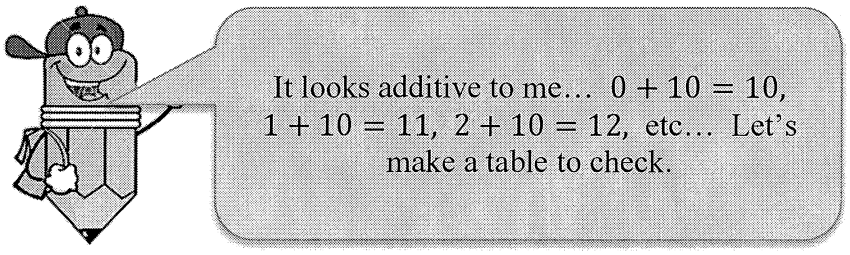
Rule: The money earned is equal to 6 times the number of lawns mowed.

Equation: $d = 6m$

Like tables, we might also have a relationship in a graph that is additive. Look at the following graph. Is this relationship additive or multiplicative?

Example 2:





w	h
0	10
1	11
2	12
3	13
4	14
5	15
6	16

Yep, so our rule is: The height of the plant is equal to 10 plus the number of weeks.

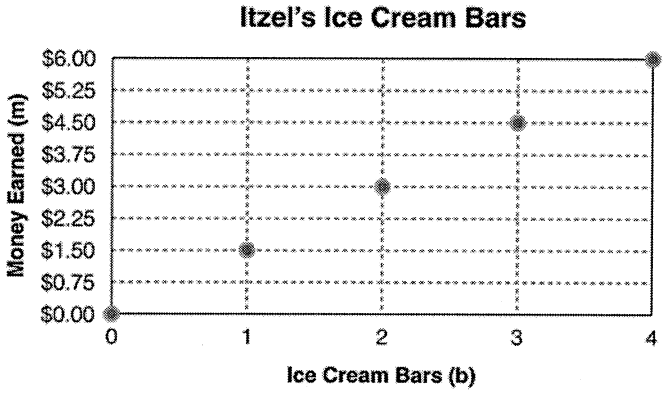
And our equation is: $h = 10 + w$

Core: Expressions & Equations Lesson 40 – Calculator Allowed

Name _____ Date _____

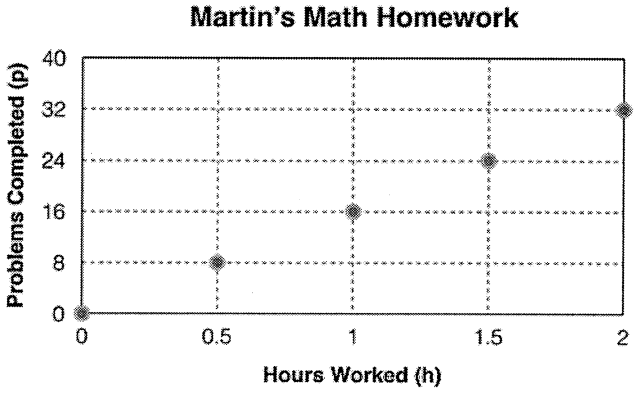
Write an equation that models the relationship in each of the following graphs. You may choose to construct tables and/or write rules to help you…

1. Itzel is selling ice cream bars. Each ice cream bar sells for the same price.
   - Let b represent the number of ice cream bars sold.
   - Let m represent the total amount of money made.



Equation:

2. Martin is working on math homework. He completes the same number of problems each minute.
   - Let h represent the number of hours he works.
   - Let p represent the number of problems completed.

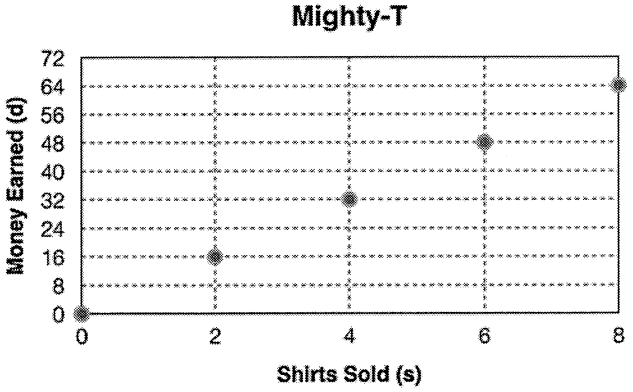


Equation:

Name _____ Date _____

3. Each shirt Mighty-T is the same price.

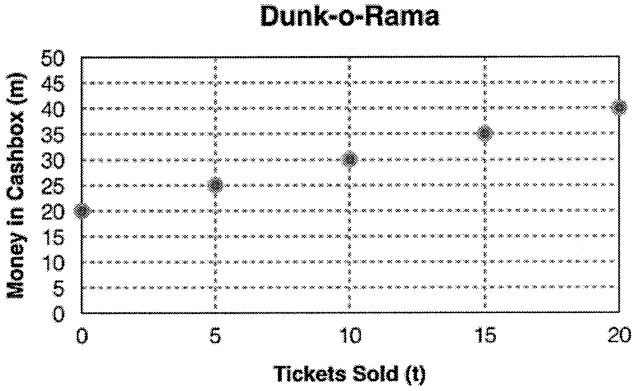
- Let s represent the number of shirts sold
- Let d represent the total amount of money made.



Equation:

4. The dunk tank charges $1 for each ticket. When the fair started, they had $20 in their cashbox.

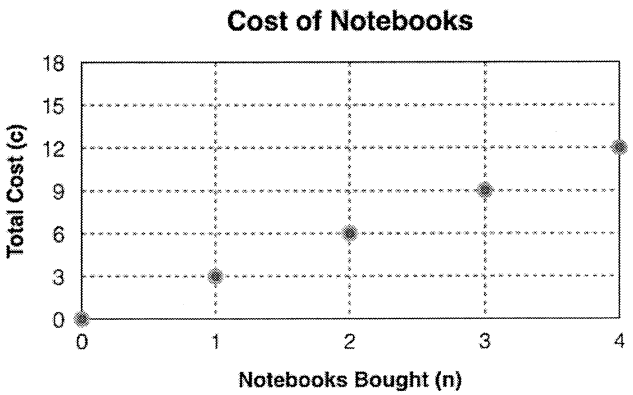
- Let t represent the number of tickets sold.
- Let m represent the total amount of money in their cashbox.



Equation:

5. Nancy bought some notebooks for school. Each notebook cost the same amount.

- Let n represent the number of notebooks she bought.
- Let c represent the total cost.

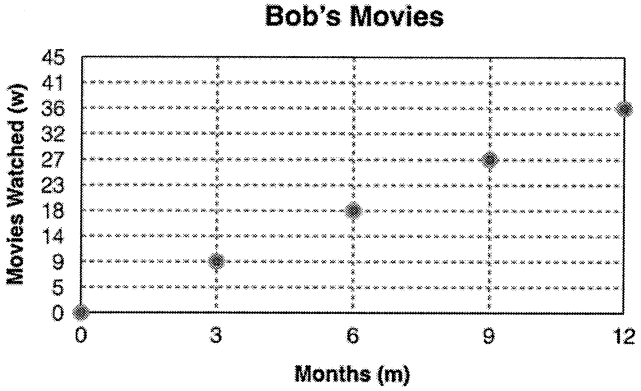


Equation:

Name _____ Date _____

6. Bob likes to watch movies at the theater. He watches the same number of movies each month.

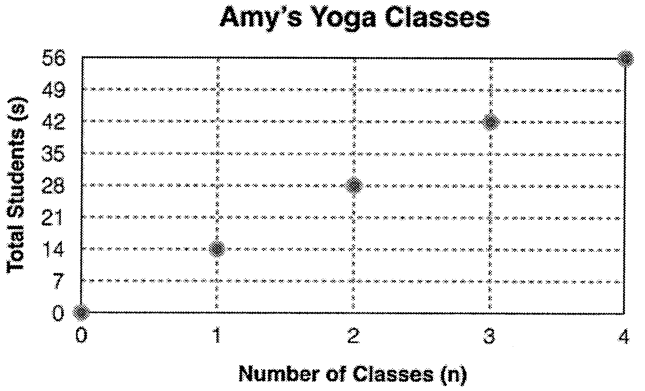
- Let m represent the number of months.
- Let w represent the number of movies Bob watches.



Equation:

7. Amy teaches Yoga classes. She has the same number of students in each class.

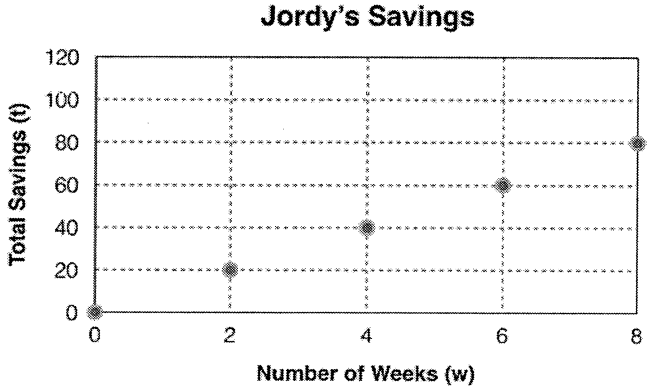
- Let n represent the number of classes.
- Let s represent the number of students.



Equation:

8. Jordy is saving the same amount of money each week.

- Let w represent the number of weeks he saves.
- Let t represent his total savings.

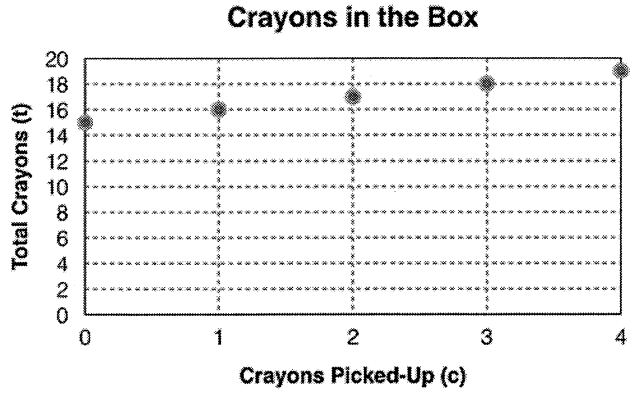


Equation:

Name _____ Date _____

9. Aaron dropped some crayons on the floor. He picks them up and puts them in the box one at a time.

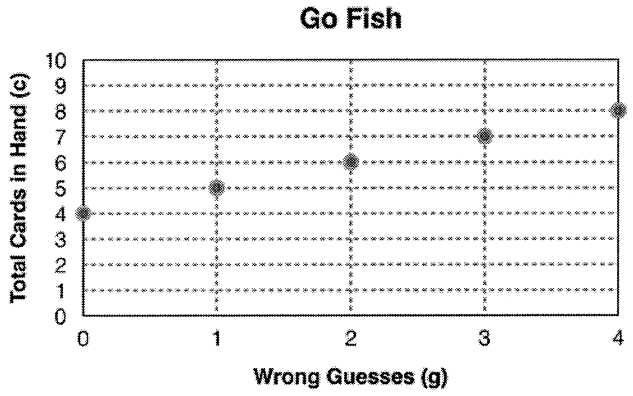
- Let c represent the number of crayons he picks up.
- Let t represent the total number of crayons in the box.



Equation:

10. Erika is playing Go Fish with her younger brother. She has 4 cards in her hand and has to draw one each time she guesses her brother's card wrong.

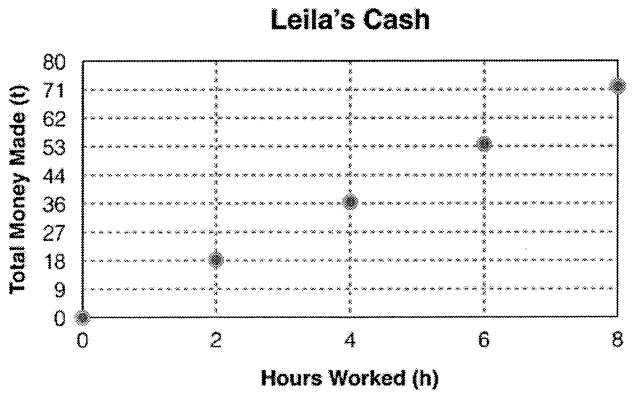
- Let g represent the number of wrong guesses.
- Let c represent the number of cards in Erika's hand.



Equation:

11. Leila makes the same amount of money for each hour she works.

- Let h represent the number of hours she works.
- Let t represent the total amount of money she makes.

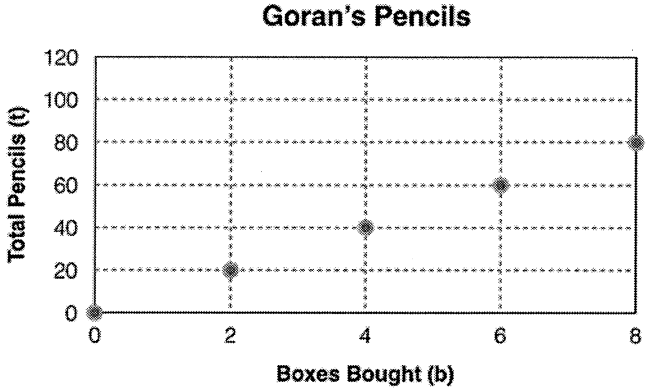


Equation:

Name _____ Date _____

12. Goran is buying boxes of pencils. There is the same number of pencils in each box.

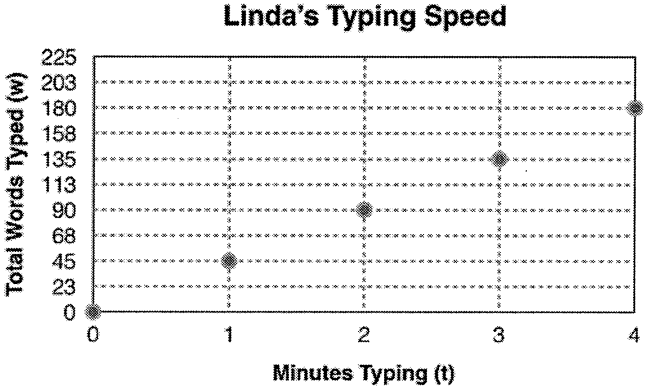
- Let b represent the number of boxes he bought.
- Let t represent the total number of pencils.



Equation:

13. Linda has been practicing typing. She types the same number of words each minute.

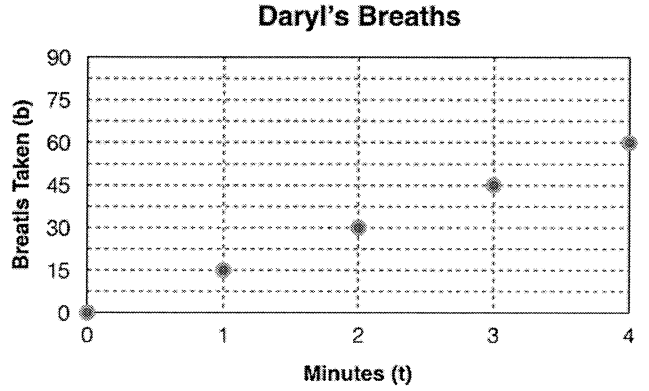
- Let t represent the number of minutes spent typing.
- Let w represent the total number of words typed.



Equation:

14. Daryl is counting the number of times he breathes each minute for science class.

- Let t represent the number of minutes.
- Let b represent the total number of breaths.

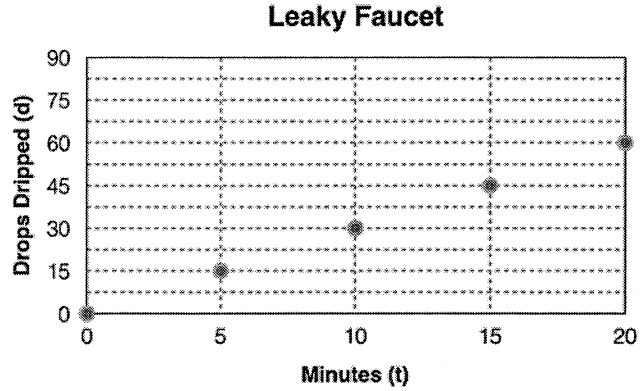


Equation:

Name _____ Date _____

15. A leaky faucet is dripping the same number of drops each minute.

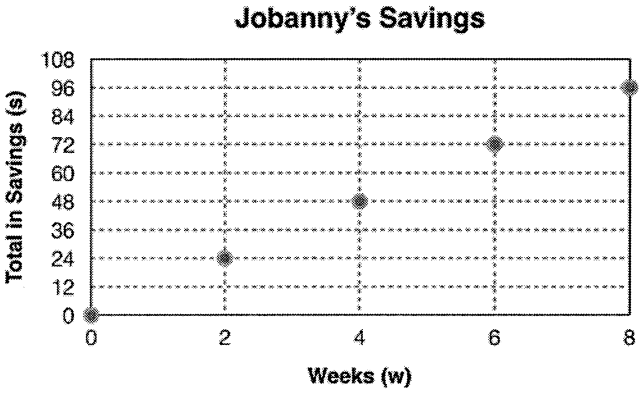
- Let t represent the number of minutes.
- Let d represent the total number of drops dripped.



Equation:

16. Jobanny is saving money to buy a new video game. He saves the same amount each week.

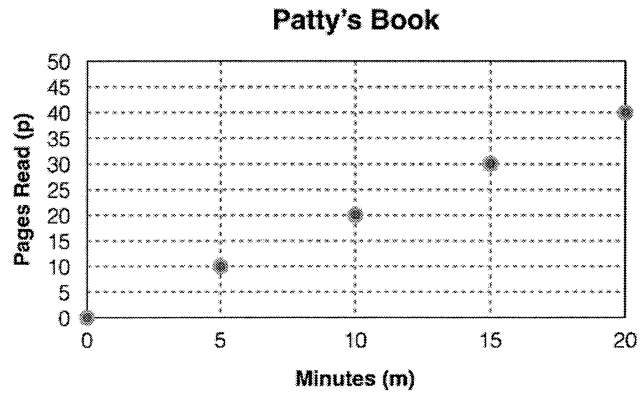
- Let w represent the number of weeks he saves.
- Let s represent the total amount of money he has saved.



Equation:

17. Patty is reading a book. She can read the same number of pages each minute.

- Let m represent the number of minutes she reads.
- Let p represent the number of pages she has read.

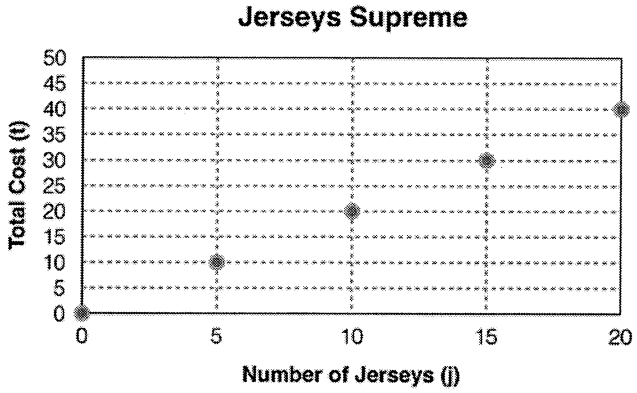


Equation:

Name _____ Date _____

18. Jerseys Supreme sells each of their jerseys for the same price.

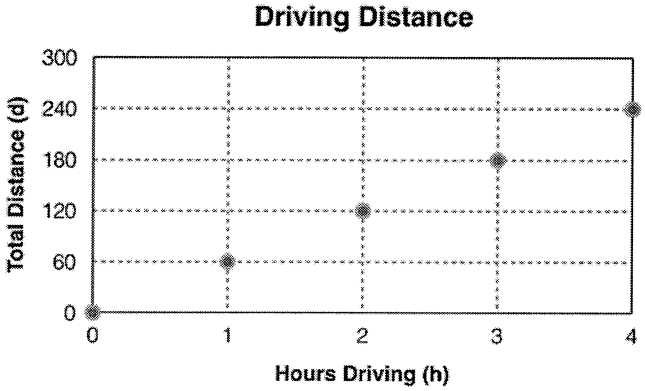
- Let j represent the number of jerseys sold.
- Let t represent the total cost of the jerseys.



Equation:

19. Andy's family is driving to visit their family in San Diego.

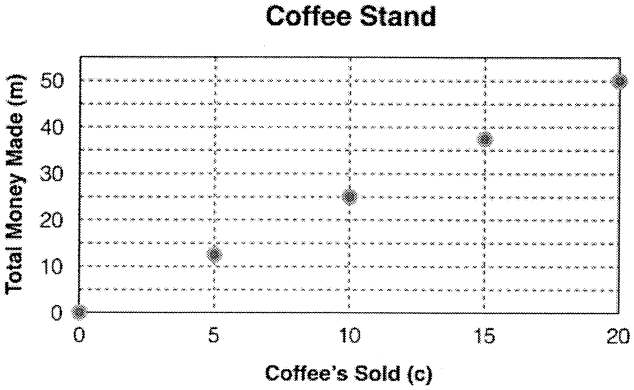
- Let h represent the number of hours driving.
- Let d represent the total distance traveled.



Equation:

20. Cassy owns a coffee stand. She charges the same amount for each coffee.

- Let c represent the number of coffees sold.
- Let m represent the total money made.



Equation:

Monday, April 20, 2020

1. Early Romans and Their Neighbors

Over the years, many have attempted to discover the truth about the founding of **Rome**. Although no one really knows who the first king of Rome was, historians do know that the first people to live in the area that became Rome were the Latins. The Latins were one of several groups who had invaded Italy sometime before 1000 B.C.E.

Perhaps around 700 B.C.E., a Latin tribe built the village that eventually became Rome. They constructed their village on the Palatine, a hill in central Italy that overlooks the Tiber River at a location about a dozen miles inland from the sea. Eventually, the village of thatched huts developed into a mighty city that spread over seven hills.

As Rome grew, Roman culture was greatly influenced by two of Rome's neighbors, the **Etruscans** (eh-TRUH-skans) and the Greeks. The Romans borrowed many ideas and skills from these two groups, beginning with the Etruscans.

The Etruscans had come to control Etruria, a land just north of the Palatine, by about 800 B.C.E. It is uncertain where they originally came from. They built some city-states and conquered others. By 600 B.C.E., they ruled much of northern and central Italy, including the town of Rome.

The Greeks also were a major influence on Roman culture. The Romans learned about Greek culture when Greek colonists established towns in southern Italy and on the island of Sicily. Romans also discovered Greek ways from traders and the many Greeks who came to Rome.

1. **Why do you think the Latin tribe decided to build a village at the site of Rome (think about land and water). Provide a few details from the text to support your answer.**

2. **What did the Romans learn from the Greeks?**

2. The Influence of Etruscan Engineering

The Romans became excellent builders because they learned many techniques about engineering, or the science of building, from the Etruscans. Two important Etruscan structures the Romans adapted were the arch and the **cuniculus**.

Etruscan arches rested on two pillars, which supported a half-circle of wedge-shaped stones. A keystone in the center held the other stones of the arch tightly in place.

A cuniculus was a long underground trench connected by vertical shafts to the ground above. Etruscans used these trenches to irrigate land, to drain swamps, and to distribute water to their cities.

The Romans **adapted** both of these structures and, in time, became even better engineers than the Etruscans. They used arches to build huge public works, including bridges, stadiums, and aqueducts to carry water over long distances.

1. **How is a cuniculus different from a canal?**

2. **What are a few ways the Romans adapted their knowledge of arches and cuniculus? Give some examples from the text.**

April 22, 2020

3. The Influence of Etruscan Sporting Events

Romans also adapted two bloody Etruscan sporting events. The first was slave fighting. The Etruscan custom was to stage slave fights during funerals. Two slaves of the dead master fought to the death with swords and small shields. After being congratulated, the winner was executed.

Etruscan spectators also enjoyed watching chariot races. The charioteers, or drivers, were strapped to their chariots. If a chariot overturned, they could be dragged under the chariot's wheels or trampled by the horses. These fierce competitions often resulted in injury or death.

These Etruscan sports gained popularity in Rome. In Roman stadiums, thousands of slaves died fighting as gladiators, professionally trained fighters who battled either each other or wild animals. Romans also flocked to see charioteers risk their lives racing four-horse teams.

Section 3 Questions

1. **What words would you choose to describe the Etruscan sporting events?**

2. **Describe how the Romans adapted (changed) the Estruscan sporting events?**

4. The Influence of Greek Architecture

The Romans borrowed and adapted ideas from the Greeks, as well as the Etruscans. Greek architecture was one important influence on the Romans. The Greeks constructed marble temples as homes for their gods. Temples like the Parthenon had stately columns that added to their beauty.

The Romans used Greek designs in their own public buildings. Eventually, they learned to use concrete to create even larger structures, such as the Pantheon in Rome.

The Romans also used concrete to build huge stadiums like the Colosseum, where gladiators fought. The Circus Maximus, where people watched chariot races, could seat more than 200,000 spectators.

Section 4 Questions

1. **How did the Greeks influence Roman architecture?**

- **Detail from paragraph one:**

- **Detail from paragraph two:**

- **Detail from paragraph three:**

April 24, 2020

5. The Influence of Greek Writing

Sometimes, the Greek influence on Roman culture was indirect. For example, the Greek alphabet was adopted and then changed by the Etruscans. The Romans then borrowed and altered the Etruscan alphabet.

The Greek and Roman alphabets had many similarities. Like the Greeks, the Romans wrote in all capital letters. The Greeks carved important documents, such as laws and treaties, into bronze or stone plaques, some of which were displayed in the public squares. The Romans also carved inscriptions in walls and columns for all to see.

Many Roman writers were inspired by Greek poetry and myths. The Roman poet Virgil expanded on Greek tales of a long-ago conflict, the Trojan War. Virgil's poem, the *Aeneid*, told how Aeneas (ay-NEE-ahs), a Trojan prince, fled to Italy after the war. According to Virgil, Aeneas was the ancestor of the first Romans.

Section 5 Questions:

1. **List at least two ways the Etruscans and Greeks influenced the Romans writing.**

6. The Influence of Greek Art

Both the Etruscans and the Romans admired Greek pottery, painting, and sculpture. The Romans acquired some Greek ideas from Etruscan art and borrowed others directly from the Greeks.

Greek pottery was valued throughout the Mediterranean world for its usefulness and beauty. Greek potters created large clay vessels for storing food, water, and wine. They often painted black figures on the red clay. Some of their designs showed pictures of gods and heroes, while others illustrated people in their daily lives. The Romans eagerly brought the work of Greek potters into their homes. Roman artists imitated the technique, but developed their own style.

The Greek influence on Roman painting and sculpture was so great that historians speak of "Greco-Roman art." Wealthy Romans often collected Greek art and built monuments in a Greek style. Roman sculptors and painters used Greek art as models for their own work.

Roman artists also created a lively and realistic style of their own. Greek artists often tried to replicate an ideal, or perfect, human being or god. As Rome's power increased, much of Roman art celebrated great leaders and events. Roman sculptors became especially skilled in creating lifelike portraits such as realistic busts, or statues showing the subject's head and shoulders. They also carved life-sized statues of famous military leaders. The statues often seemed just as powerful as the leaders themselves.

Section 6 Questions

1. **Give a text-based detail describing one way the Romans immitaded (copied) Greek art.**

2. **Over time, the Romans became more powerful. What did their art celebrate as they became more powerful?**