

Name _____

Date _____

Teacher _____

Campus _____

6th GRADE

Week Six

May 4 - May 8

Mount Pleasant ISD

Nonfiction

A story
from the
Holocaust

COUPRA GE

IN A TIME OF

MASSIVE
IMMIGRATION
nonfiction that uses
literary techniques



The incredible true story of a teenage girl named Stefania Podgórska, who risked her life to save 13 Jewish men, women, and children from the Nazis

By Kristin Lewis

As You Read

Look for examples of how Stefania showed courage.

The train barreled through the bitterly cold autumn air. Max Diamant, 27, did not know exactly where the train was carrying him, but he was certain the journey would end with his death.

It was November 1942 in the country of Poland, and Nazis had forced Max and dozens of other Jewish men, women, and children onto the train at gunpoint. The Nazis didn't tell them the train was going to a death camp, but Max had his suspicions. He knew what the Nazis were capable of.

As Max saw it, he had two options: Die at the hands of the Nazis or jump from the speeding train. He made his choice.

With a pair of pliers he'd hidden in his pocket, Max began feverishly cutting the barbed wire that covered one of the windows. When he'd made a hole large enough, he wiggled through.

For a terrifying moment, Max clung to the side of the train with one hand. Wind whipped his hair and clothes. The clanging of the wheels on the metal tracks rang in his ears.

And then—
He let go.

Meanwhile, miles away in the city of Przemysł (poh-SHEM-ish-eh), 16-year-old Stefania Podgórska was also gripped by fear. She had no idea that her friend Max had been taken—or that his life was in imminent danger. What did she know was that most of her own family was gone, that her food and money were nearly depleted, and that it was up to her to keep herself and her 7-year-old sister Helena alive in a war-torn city.

But Stefania would do more than protect her sister. She was about to become a lifeline for Max and 12 other Jewish people. She was about to risk everything to save them all.



Stefania (right) and her sister Helena, around 1942

U.S. National Archives and Records Administration, National Photo Library (for other images)

Fear in the Air

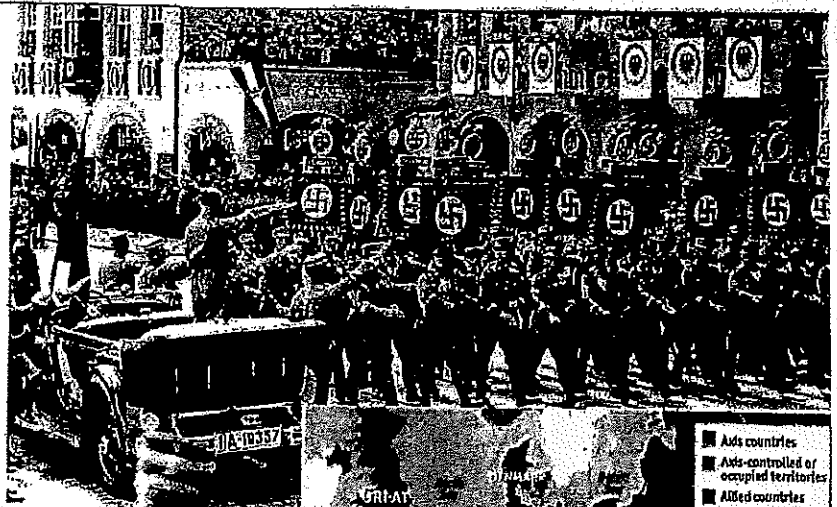
Stefania was born in 1925 in a small village in Poland. She grew up on a farm; as a young girl, she longed to live in a big city. After Stefania's father passed away in 1938, her mother gave her permission to move to the nearby city of Przemyśl, with her older sisters.

To Stefania, life in Przemyśl was more thrilling than she could have imagined. She loved the cobblestone streets, the cafés that served gooey pastries, the shops that sold fancy dresses. She loved the energy of city life, far from the noisy chickens on the farm back home.

Stefania soon got a job in a grocery store owned by a kindhearted woman named Mrs. Lea Diamant. It was there that Stefania first met Max, one of Mrs. Diamant's sons. Max, then 23, was studying to become a dentist.

Max's parents treated "Fusia," as they affectionately called Stefania, like part of the family. She ate dinner with them often and sometimes stayed in their cozy apartment.

Like most Polish people at that time, Stefania was Catholic. The Diamants were Jewish. No doubt Stefania picked up new words in Yiddish, a language spoken by Jews in Europe. Over time, she probably learned that *chutzpah* means courage and that to *kveil* is to practically faint with pride. She likely knew to say yes when Mrs.



The Rise of the Nazis
Above, German dictator Adolf Hitler gives a salute during a military parade in 1935. The map at right shows Europe in 1942. Germany, Italy, and Japan were on the same side in World War II. They were known as the Axis countries.



Diamant offered her a *bissel* more cake.

But even in the cheerful warmth of the Diamants' home, fear was in the air.

As Jews, the Diamants were part of a minority in Poland. Like people of all religions and cultures, Jewish people had their own unique rituals. For example, they worshipped in synagogues on Saturdays, not in churches on Sundays as Christians did. Many non-Jewish people viewed such differences with mistrust and intolerance.

For centuries, antisemitism—that is, prejudice against Jewish people—had smoldered in Poland and across Europe. Soon it would explode into an inferno of violence and death that nobody could have imagined.

Hitler's Vicious Lies

Next door to Poland was the country of Germany. And every day it was becoming more dangerous for Jewish people.

In 1933, when Stefania was still a young girl living on the farm, Adolf Hitler became Germany's leader. At the time, Germany was still suffering from a humiliating defeat in World War I, which had ended in 1918. In the years since, the German people had endured growing poverty, unemployment, and hunger.

Hitler and his Nazi Party gave Germans someone to blame for these hardships: Jewish people. In hateful speeches, Hitler called Jewish people "pests" and "vermin" and "a virus," saying they were not human. His vicious lies stirred up old prejudices.



Title of Violence

By 1941, nearly every Jewish person in Nazi-occupied Poland had been forced into a ghetto. This famous photo was taken in the Warsaw ghetto, the largest in Poland. It's estimated that half a million Jewish people died from starvation and disease inside the ghettos.

By 1938, when Stefania was working for the Diamants, life in Germany had grown unbearable for Jewish people. Nazi laws had stripped them of their rights and dignity. Violent attacks had become common. Many feared far worse was coming.

In 1939, Hitler and his armies began invading the countries of Europe, igniting World War II. One by one, Poland and other countries fell to the Nazis. By the time Max leapt from that speeding train in 1942, Germany controlled much of Europe.

Like a Prison

When the Nazis took control of Przemyśl, life for Max and his family changed overnight. In Poland, as in

all Nazi-occupied countries, Jewish people were cast out from society. They were fired from their jobs, their possessions stolen. They were banned from schools, stores, and parks. They were even banned from sidewalks and made to walk in the gutters.

Stefania watched helplessly as the Diamants—and all the Jewish people in Przemyśl—were ordered to move into a restricted

area of the city called a ghetto. The ghetto was like a prison, surrounded by a wall and patrolled by armed guards. No one was allowed to leave except to do forced labor. Max was forced to shovel coal for 12 hours a day, with little more than dirty water to drink and moldy bread or wormy cabbage to eat.

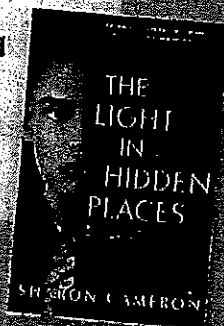
In the ghetto, people were starving. Diseases spread quickly. Max and his family grew increasingly sick, their



Historical Fiction

"WHAT I WAS FACING"

The Light in Hidden Places by Sharon Cameron is a new novel based on Stefania's life. This excerpt takes place after Stefania witnessed a Nazi officer commit murder in the ghetto.

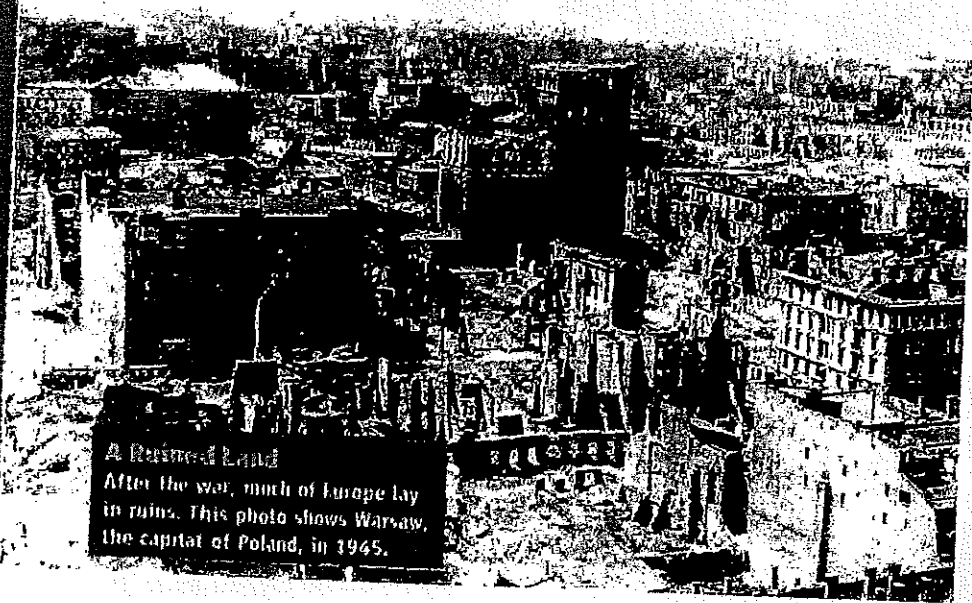


For the first time, I understood what I was facing. Before, it had been easy to imagine that all these terrible things were some kind of mistake. The misguided ideas of a misguided leader who in turn was misguided his army and his people. Hadn't there always been people who were poor and hungry? People who were hated and despised? Hadn't there always been war, where the young men fought and the innocent died? It was horrible, and it was the world. But that was not what I saw in that order's robe. What I saw was the joy of hate. The happiness of causing another person's death and pain.

What I saw was evil.

And every part of me denied it.

Illustration by [unreadable]



A Ruined Land
 After the war, much of Europe lay in ruins. This photo shows Warsaw, the capital of Poland, in 1945.

clothes hanging from their thinning bodies, their faces turning gaunt.

Stefania worried constantly about the Diamants. She began smuggling food and supplies to them through a hole in the ghetto fence—eggs, bread, anything she could get her hands on. She traded her finest clothes for food and became adept at sneaking past guards with rifles.

Of course she knew the risks; the penalty for helping a Jewish person was death. She did it anyway.

The Death Camps

By 1942, Stefania was the only member of her family still in Przemysł. Her older sisters had moved away and other members of her family had been forced to go to Germany to work. Stefania brought her young sister Helena to live with her in Przemysł.

Meanwhile, the Nazis were emptying the ghetto. Every day, more and more people were put on trains bound for death camps or forced-labor camps. The Nazis

had a dehumanizing term for this: “liquidation.”

Although Stefania and Max may not have fully understood this at the time, the ghettos were part of a Nazi plan to murder every Jewish person in Europe. It’s estimated that 6 million Jews were murdered in Nazi death camps. Some 2 million other people were also killed, including communists, homosexuals, people with disabilities, and the Romani (known then as gypsies).

History would remember this genocide as the Holocaust.

Max’s entire family, aside from his younger brother, was murdered by the Nazis. Then, in November 1942, the Nazis came for Max.

And that is how he found himself leaping from a speeding train.

Supporters and Spies

Max landed in the hard snow and tumbled into a pole. But he was lucky: A loaf of bread he’d managed to hide in his shirt softened the blow and likely saved his life.

But where was he supposed to go? The Nazis were in control for hundreds of miles in every direction. Their supporters and spies were everywhere. Keeping to the shadows and desperately hoping he wouldn’t get caught, Max stumbled through the snow.

About two days later, Stefania and Helena were trying to sleep when suddenly, there was a knock at the door. The sound filled Stefania with fear. Only the Gestapo—the dreaded Nazi secret police—knocked on doors in the middle of the night.

Had they come for her at last? When Stefania opened the door, there stood not the Gestapo, but Max—badly injured and bleeding, his clothes filthy and torn.

Only one night, please let me stay, he asked, knowing that every moment he lingered in the apartment, he put the sisters in danger. Stefania and Helena gave him what little food and medicine they had, cleaned him up as best they could, and put him to bed.

A Daring Plan

As Max recovered, Stefania decided that he would stay with them. But it was dangerous. There were many prying eyes. Every time someone came to the door, Max scrambled to hide under the bed.

Then Max had an idea: Why not find a bigger apartment where he and others still trapped in the ghetto could hide?

Nazis
hundreds
of
spies
going to
secretly

Stefania agreed. She found a cottage on a street named Tatarska. It had no electricity or running water, only an outhouse for going to the bathroom and a well for water. It had two rooms plus a kitchen and an attic. And it would have to do.

With Helena's help, Stefania spent three days cleaning the cottage and getting it ready. Max was the first to move in. Later they were joined by Max's brother Henek and Henek's fiancée, Danuta. Eventually, there were 10 adults and three children hiding in the cottage on Tatarska Street.

Tiny Attic

For the next two years, while Stefania and Helena lived downstairs, the group lived in the tiny attic above, as quietly as they could. They went to the bathroom in a bucket that Helena emptied into the outhouse at night. Max built a false wall in the attic to hide behind when needed.

It was up to Stefania to feed everyone. She got a job in a factory and used her earnings, along with whatever she could trade, to buy food. When shop owners grew suspicious of how much food she bought, she alternated the stores she went to, or sent Helena, who was too young to arouse suspicion.

Stefania was exhausted all the time. But she pressed on.

During those long years, there were many close calls. The worst was when an officer showed up and

told Stefania he was seizing the cottage for army nurses, who were coming to work in the German hospital across the street. Stefania had two hours to leave, he said, or she'd be shot.

Max and the others begged

Stefania to take Helena and flee—to save herself. But she refused to abandon them and prayed for help instead. At the last moment, the officer changed his mind and allowed Stefania to stay, as long as two German nurses



MEET THE 13

The men, women, and children who Stefania hid during the Holocaust

MAX DIAMANT

Max Diamant changed his name to Josef Burzminski as protection from antisemitic attacks, which continued in Poland after the war. He married Stefania, and they moved to the U.S. Max later testified at the trial of a Nazi war criminal named Adolf Eichmann.



DR. WILHELM AND DZIUSIA SCHILLINGER

Dr. Schillinger was Max's employer. His wife was killed during the Holocaust. After the war, he remarried and lived in Poland, where he became an oral surgeon. His daughter, Dziausia, married and settled in Belgium. She has a son, a daughter, and four grandchildren.



MALWINA, CESIA, AND JANEK ZIMMERMANN

Malwina Zimmermann came to Tatarska with Cesia and Janek, her children. They all eventually immigrated to the U.S. Janek has two sons and a grandson. Cesia has a son, a daughter, and four grandchildren.



DR. LEON, SIUNEK, MONEK, AND SALA HIRSCH

Dr. Hirsch and his son, Siunek, lived in Russia after the borders were redrawn following the war. Dr. Hirsch's cousin Monek Hirsch and his wife, Sala, settled in Israel.



HENEK DIAMANT AND DANUTA KARFIOL

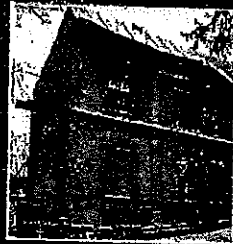
Henek was Max's younger brother. He changed his name to Henek Zawadzki after the war. He became a dentist and moved to Belgium with his wife, Danuta. They had one daughter and seven grandchildren.

JANEK DORLICH

Janek was Stefania's mail carrier. After the war, he moved to Israel with Monek and Sala Hirsch.

The Hiding Place

Many years later, Stefania returned to the cottage on Tatarska Street. Here she stands in the attic, where 13 Jewish men, women, and children hid for two years. The building is now being restored and turned into a museum.



could move into one of the rooms.

And so for six months, the nurses lived downstairs with Stefania and Helena, while Max and the others lived in the attic—one sneeze, one stumble, one creaky floorboard away from being caught. Max would stay awake at night, gently waking anyone who snored.

A New Beginning

In 1945, Germany was at last defeated by the Allied forces of the United States, Great Britain, Canada, and Russia. World War II soon came to an end. Hundreds of cities and towns were in ruins. In addition to the millions of victims of the Holocaust, it's estimated that some 80 million men, women, and



Max drew this picture, showing Stefania as an angel looking over the adults hiding in the Tatarska cottage, and Helena as an angel looking over the children.

children were killed in bombings, in combat, and by disease.

Every Jewish person Stefania sheltered during those long and difficult years had survived. But that wasn't the end of the story for Stefania and Max. It was the beginning of a new one.

After the war, the two got married. They looked after Helena until she went to college.

Eventually, they immigrated to the U.S., where Max had a successful career as a dentist. They had two children. Helena became a doctor and settled in Poland.

In 1979, Stefania and Helena were named "Righteous Among Nations," by Yad Vashem, the World Holocaust Remembrance Center. This great honor recognizes those who helped Jewish people during the Holocaust.

The rest of Stefania's family survived the war, but they never accepted Stefania's marriage to a Jewish person, and they disowned her and Helena for harboring Jewish people during the war. Tragically, even after the Holocaust,

antisemitism continued to fester in Poland and other countries.

Max passed away in 2003 and Stefania passed away in 2018.

During Stefania's life, she was interviewed many times about what she did as a teenager. She never expressed regret for the extraordinary risks she took.

What Stefania did say was that given the choice, she would do it all again. ♦

Special thanks to Stefania's son Ed Burzminski and the Steff Foundation: thestefffoundation.org.

Writing Contest

The cottage on Tatarska Street is being turned into a museum to honor Stefania and Helena. Write a speech to be given on the day the museum opens. Send your speech to Courage Contest. Five winners will each get a signed copy of *The Light in Hidden Places* by Sharon Cameron.

Let this activity online.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Courage in a Time of Terror"

- 1. defy (dih-FAHY)** *verb*; *Defy* means "to refuse to obey" or "to openly and boldly resist someone or something."
- 2. dehumanize (dee-HYOO-muh-nahyz)** *verb*; To dehumanize someone is to treat them as if they are not a human being—to take away their dignity by treating them as though they do not deserve even the slightest kindness, sympathy, or respect.
- 3. deplete (dih-PLEET)** *verb*; To deplete something is to use it up until it is gone or almost gone. Buying a new jacket might deplete the money you had saved up. If you run a long race, your energy will likely be depleted by the end.
- 4. feverishly (FEE-vuhr-ish-lee)** *adverb*; The adjective *feverish* can mean "having or showing the symptoms of a fever" or "involving intense emotion or activity." You might feel feverish if you're sick. The crowd at a concert might be full of feverish excitement.

If you do something feverishly, you do it quickly and intensely, with great excitement or energy. You might work feverishly to finish an assignment before the bell rings.
- 5. gaunt (gawnt)** *adjective*; Someone who is gaunt is very thin and bony as a result of hunger, illness, or old age.
- 6. genocide (JEN-uh-sahyd)** *noun*; Genocide is an internationally recognized crime: any act committed with the intent to destroy a national, ethnic, racial, or religious group. The word *genocide* did not exist until 1944, when a Polish-Jewish lawyer created a name for the crimes committed by the Nazis during the Holocaust. He combined *genos-*, from the Greek word for "race," with *-cide*, from the Latin word for "killing."
- 7. harbor (HAHR-ber)** *noun or verb*; A harbor is a protected area of water on the coast, usually enclosed by land or walls. Harbors provide a safe place for ships to anchor near the shore in calm waters, shielded from winds, waves, and currents.

As a verb, *harbor* means "to give a home or shelter to." During a hurricane, a community center might harbor people who live in the hurricane's path.

8. prying (PRAHY-eeng) adjective; The verb *pry* means "to use force to open something or to separate something from something else," as in, "Elizabeth used a screwdriver to pry the lid off the paint can." *Pry* can also mean "to be nosy about something." If you try to hear your sister's phone conversation through the door without her knowing, you are prying.

The adjective *prying* means "rudely nosy," as in "I ignored David's prying questions" or "My younger brother peeked through the window with prying eyes."

9. rampantly (RAM-puhnt-lee) adverb; The adjective *rampant* means "existing or spreading in a way that is hard to control," as in "be sure to wear shoes—poison ivy is rampant in my backyard" or "wildfires have been rampant in the U.S. recently."

Rampantly means "happening quickly and in a way that is hard to control." A rumor that Billie Eilish will be performing at the eighth-grade dance might spread rampantly through your school. Weeds might grow rampantly in a garden.

Vocabulary Practice

"Courage in a Time of Terror"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. **deplete**

- Ⓐ empty
- Ⓑ fill

3. **rampantly**

- Ⓐ wildly
- Ⓑ gently

5. **defy**

- Ⓐ challenge
- Ⓑ respect

2. **prying**

- Ⓐ respectful
- Ⓑ nosy

4. **gaunt**

- Ⓐ happy
- Ⓑ thin

6. **harbor**

- Ⓐ protect
- Ⓑ endanger

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

7. Kara later apologized for her **prying/gaunt** questions about why I was grounded, saying that it was none of her business if I didn't want to tell her.

8. It was so hot today that my soccer team's water supply was **depleted/harbored** by halftime. Luckily, our team manager was able to quickly refill the cooler.

9. In *The Hunger Games* series, Katniss **defies/harbors** the evil Capitol by refusing to play by its rules.

10. In the creepy science-fiction novel, doctors have been replaced with robots, which was very **dehumanizing/defying** for patients. The robots did not treat the sick with warmth or care.

Name: _____ Date: _____

Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Courage in a Time of Terror."

1. Read the headline and subheading and study the images on pages 4-5. What mood do these features create?

2. How does the map on page 6 contribute to the article?

3. Read the sidebar on page 9. Why do you think the author chose to include this information?

4. Read the section titles throughout the article. Describe how the tone of the section titles changes throughout the article.

Name: _____ Date: _____

Critical-Thinking Questions

"Courage in a Time of Terror"

1. What do you think motivated Stefania to take the enormous risks of sneaking food to the Diamants in the ghetto and hiding 13 people in her attic?

2. Hitler and his followers blamed Germany's problems on Jewish people. In general, why might people place blame for a problem on a person or group that is not responsible?

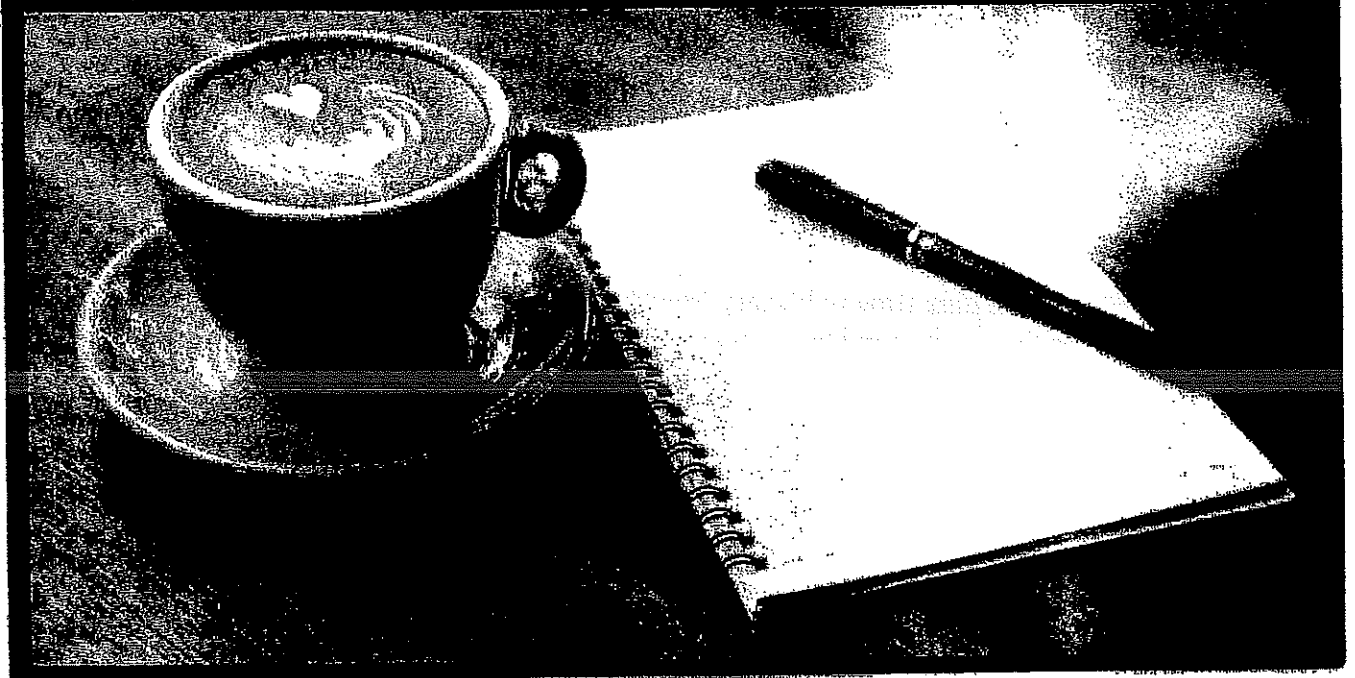
3. The article describes a dark time in history. Much of it does not shed a positive light on human behavior. What in the article *can* give us hope?

Pandemic One-Pager Journal

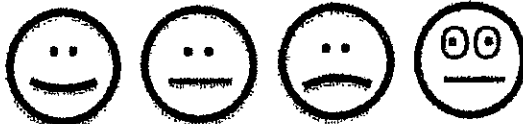
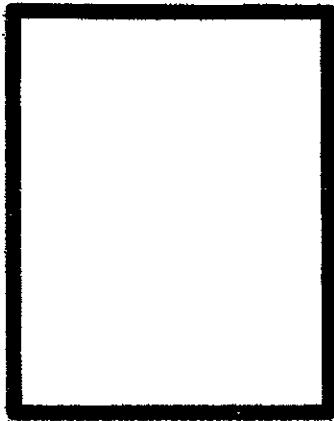
Someday, your nieces and nephews, children or grandchildren, may interview you about this strange time in history. You'll think back and remember a few details. But by keeping a journal, not only will you help preserve history for the next generation, you'll give yourself a chance to process what's going on and how you're doing. This isn't easy. Thinking it over on paper will help you reflect on your days and think about your goals for this strange time.

Here are some ideas for what to include in your one-pager journal for a day. Choose what you want to include, and feel free, as with any one-pager, to use both words, doodles, different fonts and pictures to illustrate these elements. Spread them across your page as you wish. Add more elements if you want. It's your journal.

- A photo or sketch reflecting something in the day
- A news headline of importance
- Memories shown in your own words and/or drawings
- A quote relating to the day somehow
- A goal for the next day
- A meme that made you laugh
- Your stress level
- What you're reading
- What you're watching
- Something you did to take care of yourself today
- Something you did for someone else today
- What you're missing today
- What you're not missing today
- How you're feeling



Journal of a Pandemic



Practice
Key

May 4

Name: _____

Skills Practice - 6th Grade

$24.58 + 3.9 =$ $\begin{array}{r} 24.58 \\ + 3.90 \\ \hline 28.48 \end{array}$	$67.3 - 5.67 =$ $\begin{array}{r} 67.30 \\ - 5.67 \\ \hline 61.63 \end{array}$	$64 \times 5.2 =$ $\begin{array}{r} 64 \overline{) 0} \\ \times 5.2 \overline{) 1} \\ \hline 332.8 \end{array}$	$2048 \div 4 =$ $\begin{array}{r} 512 \\ 4 \overline{) 2048} \\ \underline{-20} \\ 04 \\ \underline{-04} \\ 08 \\ \underline{-08} \\ 0 \end{array}$
$\frac{4}{9} + \frac{3}{5} =$ Find Common denominator $\frac{20}{45} + \frac{27}{45} = \frac{47}{45}$ <p>simplify if you can</p>	$\frac{2}{3} - \frac{3}{10} =$ $\frac{20}{30} - \frac{9}{30} = \frac{11}{30}$	$8 \times \frac{2}{5} =$ $\frac{8}{1} \times \frac{2}{5} = \frac{16}{5} = 3\frac{1}{5}$	$7 \div \frac{1}{3} =$ K C F $\frac{7}{1} \div \frac{1}{3} = \frac{7 \cdot 3}{1 \cdot 1} = \frac{21}{1} = 21$

1. Mrs. Davis has a ribbon for a class project that is 6 feet long. If she cuts off pieces that are $\frac{1}{8}$ foot long for each student, how many students can she share it with?

$$6 \div \frac{1}{8} \quad \frac{6}{1} \div \frac{1}{8} \quad \frac{6}{1} \cdot \frac{8}{1} = \frac{48}{1} = 48$$

48 students

2. The regular price of a meal is \$6.75. Sarah bought 4 of these meals on Tuesday. What is the total cost of these 4 meals before tax?

$$\begin{array}{r} 3 \\ 6.75 \\ \times 4 \\ \hline \$ 27.00 \end{array}$$

3. At a zoo, a baby panda eats $30\frac{1}{4}$ pounds of food every 3 days. The adult male panda eats 100 pounds of food during that same time. How many more pounds does the adult eat than the baby?

$30\frac{1}{4}$ change to a decimal

$$\begin{array}{r} 30.25 \\ \times 3 \\ \hline 90.75 \end{array}$$

$$\begin{array}{r} 100 \\ \times 3 \\ \hline 300 \\ \text{adult panda} \end{array}$$

$$\begin{array}{r} 300.00 \\ - 90.75 \\ \hline 209.25 \text{ more pounds} \end{array}$$

4. Samuel used 3 full rolls of tape to seal boxes. He used all 98.6 meters of tape altogether. How many meters of tape are in each roll?

$$\begin{array}{r} 32.86 \\ 3 \overline{) 98.60} \\ \underline{-9} \\ 08 \\ \underline{-6} \\ 26 \\ \underline{-24} \\ 20 \\ \underline{-18} \\ 2 \end{array}$$

May 4

Name: _____

Skills Practice - 6th Grade

$21.5 + 1.428 =$	$\frac{1}{3} \div 7 =$	$1084 \times 52 =$	$4.36 \div .4 =$
$\frac{6}{9} + \frac{3}{5} =$	$\frac{6}{10} - \frac{1}{4} =$	$\frac{11}{12} \times 24 =$	$146 - 15.67 =$

1. David cut a 7.5-inch piece of string into pieces that are $\frac{3}{8}$ of an inch long each. How many pieces of string did he cut?
2. Stan and his 3 friends equally shared the cost of supplies for a picnic. The supplies cost \$121.40. How much money will each person pay?
3. Anthony ran $2\frac{3}{4}$ kilometers on Monday, 4.734 kilometers on Tuesday and 7 kilometers on Wednesday. How many total kilometers did Anthony run?
4. Andrew weighs 83.42 pounds. His twin brother, Christopher, weighs $87\frac{3}{10}$ pounds. How many more pounds does Christopher weigh?

May 4

Name: _____

Skills Practice – 6th Grade

$11 - (-13) =$	$3254 \times 74 =$	$5.65 \times 60.5 =$	$20.48 \div 3.2 =$
$5\frac{1}{3} + 4\frac{4}{9} =$	$9\frac{5}{8} - 5\frac{1}{4} =$	$\frac{8}{12} \times \frac{2}{3} =$	$\frac{3}{10} \div \frac{4}{5} =$

1. Three students are running a relay race that is 102.45 meters long. The first student ran $38\frac{1}{2}$ meters. The second student ran 45.08 meters. How far did the third student run?
2. What was the average speed in miles per hour of a plane that flew 1856 miles in 5 hours?
3. Jennifer bought three boxes of candy. Each box weighed $4\frac{5}{8}$ ounces. How much did all the boxes of candy weigh?
4. Kalib is making trail mix for a party. His recipe calls for three-fourths of a cup of chocolate chips. If he needs to make $1\frac{1}{2}$ recipes, how many cups of chocolate chips will Kalib use?

The Eastern Mediterranean/La región del este del Mediterráneo

Section/Sección 1



MAIN IDEAS/IDEAS PRINCIPALES

1. The Eastern Mediterranean's physical features include the Bosphorus, the Dead Sea, rivers, mountains, deserts, and plains./Las características físicas de la región del este del Mediterráneo incluyen el Bósforo, el mar Muerto, ríos, montañas, desiertos y llanuras.
2. The region's climate is mostly dry with little vegetation./El clima de la región es principalmente seco con escasa vegetación.
3. Important natural resources in the Eastern Mediterranean include valuable minerals and the availability of water./Entre los recursos naturales importantes de la región del este del Mediterráneo se encuentran minerales valiosos y la disponibilidad del agua.

Key Terms and Places/Lugares y palabras clave

Dardanelles/Dardanelos body of water that connects the Sea of Marmara and the Mediterranean Sea; part of the narrow waterway that separates Europe and Asia/masa de agua que conecta el mar de Mármara y el mar Mediterráneo; parte del estrecho que separa Europa de Asia

Bosphorus/Bósforo body of water that connects the Black Sea and the Sea of Marmara; part of the narrow waterway that separates Europe and Asia/masa de agua que conecta el mar Negro y el mar de Mármara; parte del estrecho que separa Europa de Asia

Sea of Marmara/mar de Mármara body of water that connects the Bosphorus and the Dardanelles; part of the narrow waterway that separates Europe and Asia/masa de agua que conecta el Bósforo y los Dardanelos; parte del estrecho que separa Europa de Asia

Jordan River/río Jordán river that begins in Syria and flows south through Israel and Jordan, finally emptying into the Dead Sea/río que nace en Siria y fluye en dirección sur a través de Israel y Jordania, y finalmente desemboca en el mar Muerto

Dead Sea/mar Muerto lowest point on any continent and the world's saltiest body of water/lugar más bajo del mundo y masa de agua más salada del mundo

Syrian Desert/desierto de Siria a desert of rock and gravel covering much of Syria and Jordan/desierto de roca y grava que cubre gran parte de Siria y Jordania

Section/Sección 1, *continued/continuación***Section Summary/Resumen de la sección****PHYSICAL FEATURES/CARACTERÍSTICAS FÍSICAS**

The Eastern Mediterranean is part of a larger region called Southwest Asia, or the Middle East.

The **Dardanelles**, the **Bosporus**, and the **Sea of Marmara** separate Europe from Asia. A small part of Turkey lies in Europe. The larger Asian part of Turkey is called Anatolia./La región del este del Mediterráneo forma parte de una región más grande llamada el suroeste asiático o el Medio Oriente. Los **Dardaneles**, el **Bósforo** y el **mar de Mármara** separan Europa de Asia. Una pequeña parte de Turquía se sitúa en Europa. La parte más grande de Turquía, que es asiática, se llama Anatolia.

The **Jordan River** flows from Syria to Israel and Jordan, then empties into the **Dead Sea**, the world's saltiest body of water./El río **Jordán** fluye desde Siria hasta Israel y Jordania, y luego desemboca en el **mar Muerto**, que es la masa de agua más salada del mundo.

Two mountain systems stretch across Turkey. The **Pontic Mountains** lie in the north, and the **Taurus Mountains** lie in the south. A narrow plain runs from Turkey into Syria. The **Euphrates River** flows south-east through this plain. Hills, valleys, and plateaus are located farther inland. Two mountain ridges run north-south. One runs from Syria through western Jordan. The other runs through Lebanon and Israel./Dos sistemas montañosos se extienden por Turquía. Las montañas Pónicas se sitúan al norte y las montañas Tauro en el sur. Una angosta llanura se extiende desde Turquía hasta Siria. El río Éufrates fluye hacia el sureste por esta llanura. Colinas, valles y mesetas se encuentran tierra adentro. Dos cadenas montañosas se extienden de norte a sur. Una se extiende desde Siria hasta el oeste de Jordania. La otra se extiende a través del Líbano e Israel.

What three bodies of water separate Europe and Asia?/¿Qué dos masas de agua separan Europa de Asia?

Which two mountain systems stretch across Turkey?/¿Qué dos sistemas montañosos se extienden por Turquía?

Section/Sección 1, *continued/continuación***CLIMATE AND VEGETATION/CLIMA Y VEGETACIÓN**

The Eastern Mediterranean is a mostly dry region. However, there are important variations. Turkey's Black Sea coast and the Mediterranean coast to northern Israel have a Mediterranean climate. Central Syria and lands farther south have a desert climate. Much of Turkey has a steppe climate, and a small area in the northeast has a humid subtropical climate. /La región del este del Mediterráneo es mayormente seca. Sin embargo, hay variaciones importantes. La costa de Turquía del mar Negro y la costa del Mediterráneo hasta el norte de Israel tienen un clima mediterráneo. El centro de Siria y las tierras que se encuentran más al sur tienen un clima desértico. Gran parte de Turquía tiene un clima de estepa, y una pequeña área del noreste tiene un clima subtropical húmedo.

The driest areas are the deserts. The **Syrian Desert** covers much of Syria and Jordan. The Negev Desert lies in southern Israel. /Las áreas más secas son los desiertos. El **desierto de Siria** cubre gran parte de Siria y Jordania. El desierto del Néguev está en la parte sur de Israel.

NATURAL RESOURCES/RECURSOS NATURALES

Because the region is so dry, water is a valuable resource. Commercial farming relies on irrigation. Subsistence farming and herding takes place in drier areas. /Debido a que la región es muy seca, el agua es un recurso valioso. Los cultivos comerciales dependen de la irrigación. El cultivo de subsistencia y el pastoreo se llevan a cabo en las áreas más secas.

Many minerals, including sulfur, mercury, and copper, are found in the region. Phosphates are produced in Syria, Jordan, and Israel. They are used to make fertilizers. The area also exports asphalt, the dark tarlike material used to pave streets. /En la región se encuentran muchos

Circle the four words and phrases that describe climates in the eastern Mediterranean. /Encierra en un círculo las cuatro palabras y frases que describen climas en la región este del Mediterráneo.

What mineral resources are found in the region? /¿Qué recursos minerales se encuentran en la región?

Section/Sección 1, *continued/continuación*

minerales, incluyendo sulfuro, mercurio y cobre. Se producen fosfatos en Siria, Jordania e Israel. Se utilizan para hacer fertilizantes. Esta región también exporta asfalto, el material oscuro similar al alquitrán usado para pavimentar las calles.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**Critical Thinking: Drawing Inferences/**

Pensamiento crítico: Hacer inferencias Based on what you've learned about the climates in the Eastern Mediterranean region, write an essay describing which location you think would be best for farming. What crops would you expect to grow well there?/Basándote en lo que has aprendido acerca de los climas de la región este del Mediterráneo, escribe un ensayo que describa qué lugar crees que será el mejor para la agricultura. ¿Qué podría cultivarse en ese lugar?

Section/Sección 1, continued/continuación

Bosporus/Bósforo	Dardanelles/ Dardanelos	Dead Sea/mar Muerto	Jordan River/ río Jordán
Negev Desert/ desierto del Néguev	phosphates/ fosfatos	Sea of Marmara/ mar de Mármara	Syrian Desert/ desierto de Siria

DIRECTIONS/INSTRUCCIONES On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement./En la línea que está antes de cada oración, escribe **V** si la oración es verdadera y **F** si la oración es falsa. Si la oración es falsa, escribe la palabra correcta en la línea que está después de cada oración para convertirla en una oración verdadera.

- _____ 1. The Sea of Marmara, the Bosporus, and the Negev separate the European and Asian parts of Turkey./El mar de Mármara, el Bósforo y el Néguev separan las partes europeas y asiáticas de Turquía.
- _____ 2. Phosphates are produced in Syria, Israel, and Jordan./Se producen fosfatos en Siria, Israel y Jordania.
- _____ 3. The Syrian Desert is the lowest point on any continent./El desierto de Siria es el lugar más bajo del mundo.
- _____ 4. The strategic location of the Bosporus makes it a prized area./La ubicación estratégica del Bósforo lo convierte en una zona valiosa.
- _____ 5. The Dardanelles empties into the Dead Sea./El estrecho de Dardanelos desemboca en el mar Muerto.

Section/Sección 1, *continued/continuación*

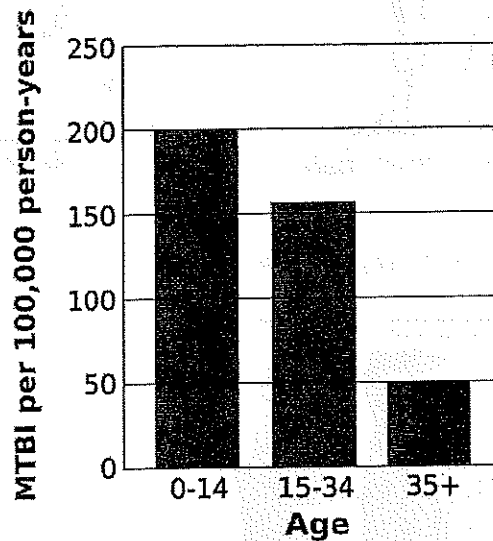
DIRECTIONS/INSTRUCCIONES Choose four terms from the word bank. Include these words in a written summary of what you learned in the section./Elige cuatro palabras del banco de palabras. Incluye estas palabras en un resumen escrito de lo que aprendiste en esta sección.

Use the current data about States and COVID-19 to create a bar graph that shows the top three states that carry the highest number of cases this week in one bar graph. Be sure to write down the web address of the site used and include it in the graph and include the following in your graph:

- Main Title
- X- axis title
- Y-axis title
- Numbers
- State names
- And add color or different shade types
- Finally, include a 3 or 4 sentence reflection on positives and negatives you have experienced during our extended time at home.

Example of how your bar graph should look like is shown below:

MTBI annual incidence by age



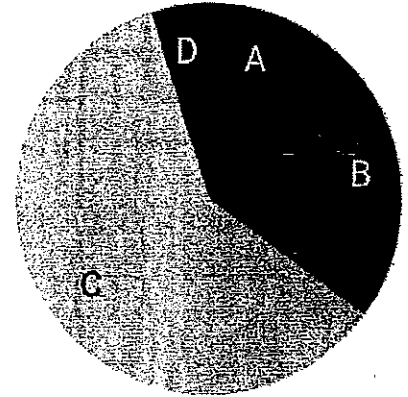
www. _____

Reflection: _____

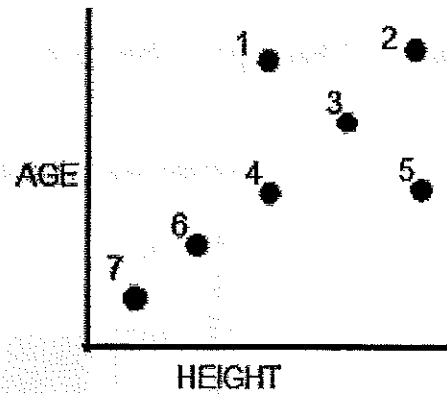
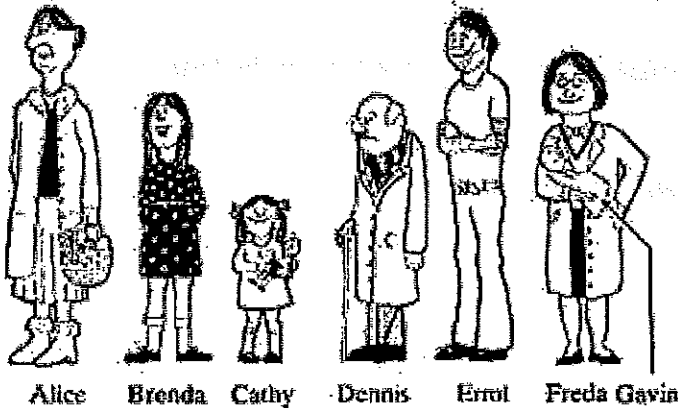
Interpreting Graphs

1. Mr. M's class grades were graphed as a **pie graph**. Based on this graph:

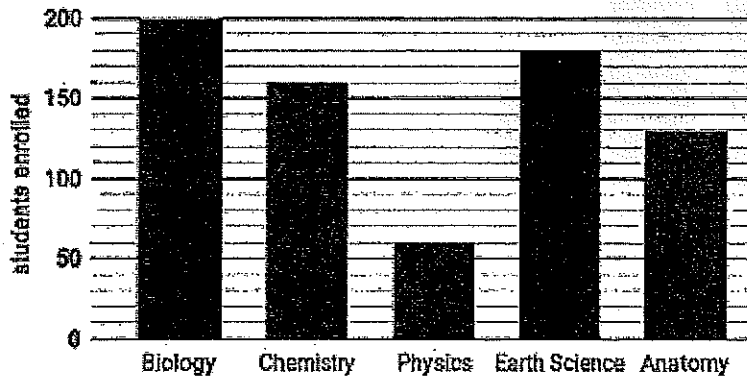
- The largest percentage of students received what grade? _____
- Estimate what percentage of the class received a B. _____
- Estimate what percentage of the class received an A. _____
- Based on the graph, do you think Mr. M's class is difficult? Why or why not?



2. The **scatter plot** shows a bus stop where those waiting at the bus are plotted by their height and by their age. Identify which dot goes with which passenger.

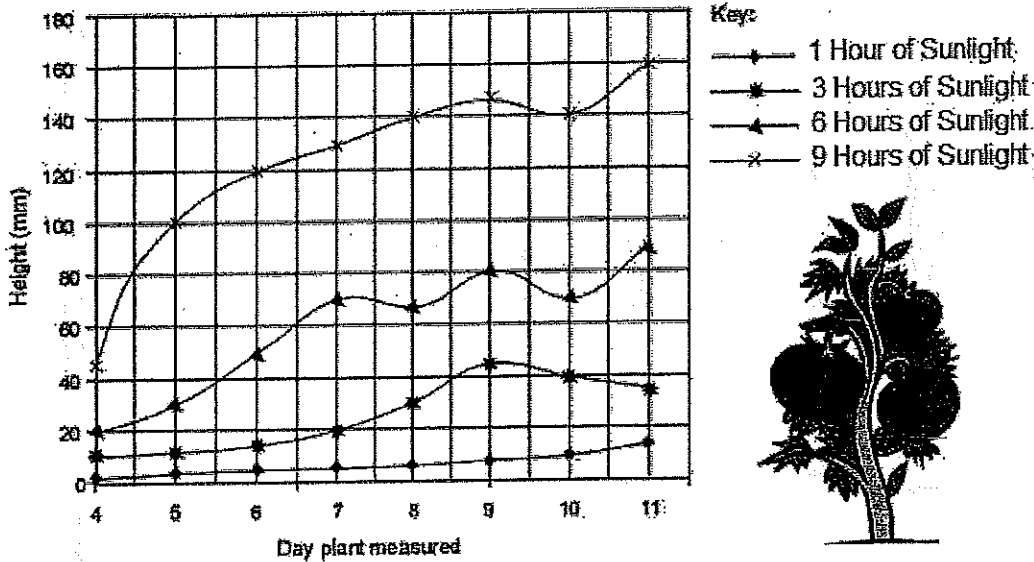


3. The **bar graph** compares the number of students enrolled in classes.



- What class has the highest enrollment? _____
- How many students are enrolled in Chemistry? _____ Anatomy? _____
- Which course is the least popular? _____
- A new course is added; forensic science has 160 students enrolled. Add this bar to the graph shown.

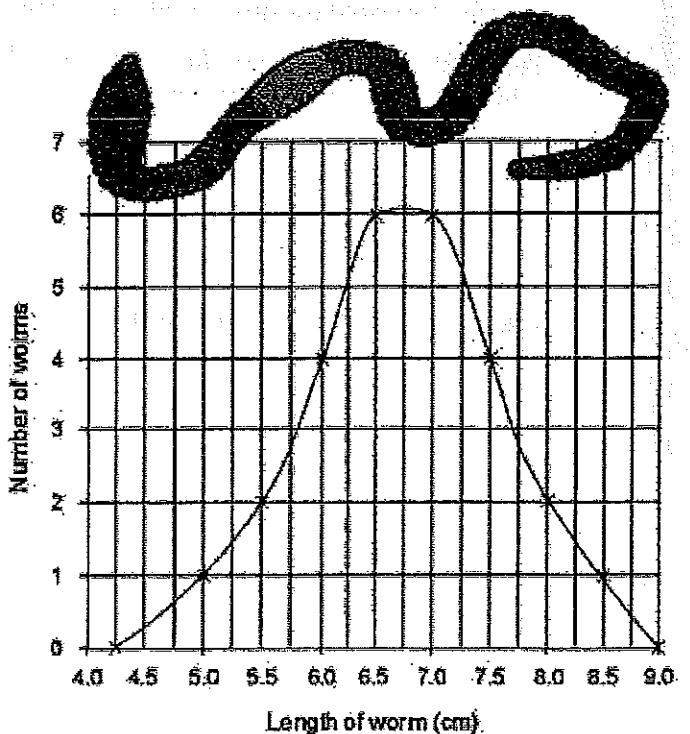
4. This **line graph** compares the growth of plants that were kept in the sun for different amounts of time.



- a) On Day 7, the plants kept in the sun for 3 hours were how tall? _____
- b) On Day 7, the plants kept in the sun for 6 hours were how tall? _____
- c) On Day 10, the plants kept in the sun for 9 hours were how tall? _____
- d) On Day 11, the plant that was grown with 1 hour of sunlight was how tall? _____
- e) Based on the graph, the plant grows best in what amount of sunlight? _____

5. The line graph shows the number of worms collected and their lengths.

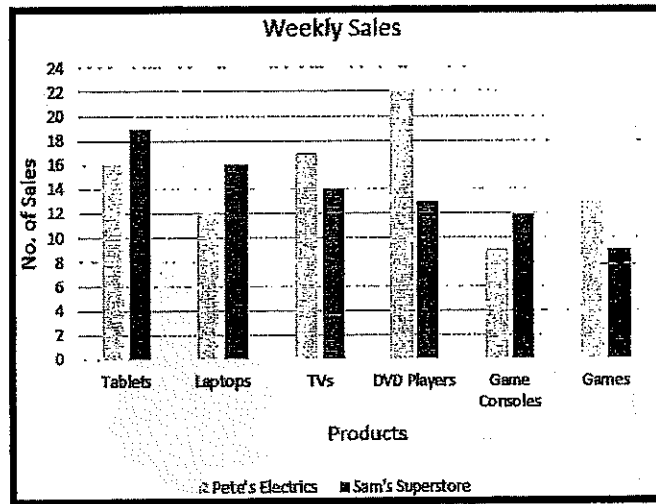
- a) What length of worm is most common? _____
- b) What was the longest worm found? _____
- c) How many worms were 6 cm long? _____
- d) How many worms were 7.25 cm long? _____
- e) The peak of the curve represents the
[longest worms / average worms]



Comparing Data on a Double Column Graph

Use the data from the double column graph to answer the questions.

The graph shows the sales data from two electronics stores, Pete's Electrics and Sam's Superstore.



1. Which store sold the most game consoles? _____
2. Which store sold the most TVs? _____
3. How many laptops did Sam's Superstore sell? _____
4. How many more games than game consoles did Pete's Electrics sell? _____
5. How many more DVD players did Pete's Electrics sell than Sam's Superstore? _____
6. Which store sold the most products during the week? _____
7. Pete's Electrics make \$20 for each tablet they sell. Sam's Superstore makes \$15 for each tablet they sell. Which store makes the most money from tablet sales?
8. Why do you think this data would be useful for the owners of both stores?

WEEK 6 – May 4 – May 8
6TH GRADE LESSONS

ART

The 5th and 6th grade art students will create op art using the video from youtube. Mrs. McCain

<https://www.youtube.com/watch?v=9DW4wg2DdwU>

COMPUTER

Students can visit www.scratch.mit.edu. Go to the tutorials page and choose something that is interesting to you and create. Good luck! Please take a picture of your finished robot and send it to my email account. Also, don't forget to record your animated name, pong game, and chase game for at least 10 seconds and email it to me so I can see your creativity. If you have any questions, please email me at tfores@mpisd.net. Thank you.

THEATRE

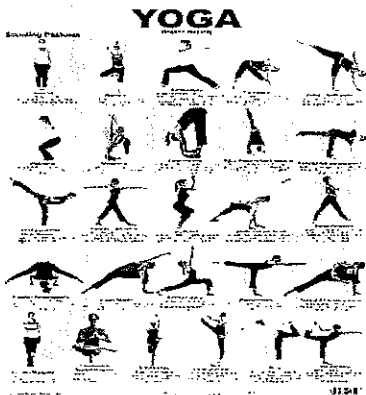
Select three of your favorite songs. Songs must be G-Rated for all audiences. No profanity, adult or questionable topics, etc. You will use these to write a mini-musical. First you will either need to find the lyrics to your songs online and print them out or write the words out by hand. You will need to think how your songs could be woven to tell a story. You might ask your parents or older siblings for their ideas how the songs work together. You will write a script (like the libretto books from Chitty Chitty Bang Bang, Jr.) to include at least three scenes; probably 4 or 5 characters; stage directions; etc. You will need a beginning, middle, and ending scenes to tell the story and conclude well. If you have choreography ideas, include those as well.

CHOIR

Using the chorus from the song "You Can Count on Me" Create a children's book with illustrations.

DANCE

I MISS MY STUDENTS!!!! Join Beasley's Remind (@dkd837) Movement- Practice any dance of your choice this week. Share- I want to see what you are working on, you may email me at dbeasley@mpisd.net. I would really love to hear from you! Stretching- Remember to do some type of stretching every day. You can revisit some stretches with Anna on Youtube. When technology is not available- Please do the following activities daily:



BAND

Remember to warm up on lip slurs and scales before playing music. Practice approx. 10-20 minutes. Play along with a you tube recording of Gallant March & Bandroom Boogie

PLEASE LEARN YOUR CHROMATIC SCALE BY USING YOUR FINGERING CHART (EVERY NOTE ON THE INSTRUMENT). SEND REMIND MSG IF YOU NEED HELP or WANT A ZOOM LESSON

Practice Day **CIRCLE ALL THAT APPLIES**

Mon-Play scale as short notes Day	Lip Slurs Bb Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Tues-Play scale as short notes Day	Lip Slurs Bb Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Wed-Play scales slurred Day	Lip Slurs F Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Thurs-Play scales slurred Day	Lip Slurs F Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Fri-Gallant March	Lip Slurs Eb Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Sat-Bandroom Boogie	Lip Slurs Eb Major Scales Chromatic Scale March Boogie Lines pg.5-19	

SSCHOOL INSTRUMENTS WILL BE RETURNED AT THE WALLACE BH/BUS RAMP ON MAY 11th @ 11:00 - 1:00 p.m. - instrument/mouthpiece/other

P.E.

MAY DEAM Calendar

Drop Everything And Move

MAY the 4th
be with you

Name: _____ Teacher: _____

Purpose:
This calendar encourages families to become more physically active and take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:
After a student completes a day's activity, an adult should place their initials and a check mark in the space provided. You are allowed to miss one day (activity) each week. If you do, place an "X" in the space instead of a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Take a walk.
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches.
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many trunk-lifts as you can.
	6	Juggle a ball with your feet for 5 minutes.
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Family Fun: Go to the park together.
	12	Do as many squats as you can.
	13	Spend 5 minutes tossing and catching a ball.
	14	Perform squats while someone calls out math problems for you to answer.
	15	Take a walk.
	16	Beans have ~500mg of potassium. Jog in place as you count to 500.
	17	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	18	Family Fun: Take turns selecting an exercise to do together.
	19	Do as many push-ups as you can.
	20	Spend 5 minutes volleying a balloon in the air.
	21	Hold a plank while naming all the cities that you can think of.
	22	Take a walk.
	23	Half a cup of blueberries has ~40 IUs of Vitamin A. Do 40 plank-jacks.
	24	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	25	Family Fun: Build an obstacle course together.
	26	Do any workout you want!
	27	Pick any sports skill and practice it for [you guessed it] 5 minutes!
	28	Name as many muscles in the body as you can while jumping in place.
	29	Take a walk.
	30	A serving of spinach has ~20mg of magnesium. Do 20 squat-thrusts.
	31	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.

Remember
- Get adult permission before doing activities.
- Return this calendar to your teacher when it's done.

Dual Language Assignments

Ahí es un adverbio que indica lugar.

Hay es una forma conjugada del verbo haber

No lo olvides: 'hay' es haber, 'ahí' es un lugar.

Si le pides a tu mamá Mc Donalds y te dice "En la casa hay comida." (la palabra **hay** viene de haber).

Si la maestra te dice "Ahí te espero en mi salón para que termines tu trabajo" (la palabra "ahí" se refiere a un lugar).

Abría- *Abría* es el verbo *abrir*

Por ejemplo:

- **Abría** la ventana de vez en cuando para asomarse.
- El curso de inglés **abría** todos los años.
- El mago **abría** la mano lentamente ante la mirada asombrada de los niños.

Habría- *Habría* es el verbo *haber*

Por ejemplo:

- **Habría** querido hacer las cosas de otra manera.
- **Habría** que actuar según ordena la ley en estos casos.
- Si hubiera sabido de tu interés, **habría** buscado tu ayuda en primer lugar.

"**Echo**" del verbo "echar" ('dejar caer, verter, tirar') se escriben sin *h*.

Ejemplo- Siempre **echo** los papeles en la papelera; Yo no **echo** la sal en la sopa antes de servirla, la **echo** después.

Hecho, Habla sobre algo que 'sucedio,': El **hecho** ocurrió a las 5 de la tarde; y también corresponde", del verbo "hacer" ('producir, elaborar, ejecutar...')

Ejemplo: Ya están **hechas** las tortillas;

Veo que no has **hecho** la tarea.

Vaya – se usa cuando tiene que ver con el verbo *ir* o para expresar sorpresa.

Ejemplo: Quiero que **vayas** a mi fiesta.

Ejemplo: Luis aprobó el curso, ¡**vaya!**

Baya – es una fruta

★ ¡Ahora es tu turno! Escribe un ejemplo para cada palabra en una oración completa. (Ahí, hay, abría, habría, echo, hecho, vaya, baya)

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

Gramática contracciones-

**En Español existen
solo 2 contracciones**

Preposición + Artículo

a + el = al



Yo voy al teatro

Preposición + Artículo

de + el = del

El regresa del teatro

Nombre: _____ Puntos: _____

<p><u>Usa las palabras del banco de palabras que describe cada imagen y completa cada oración.</u></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>1. _____</p> </div> <div style="border: 1px solid black; padding: 5px; width: 250px;"> <p>habría – abría hay – ahí echó – hecho bayas – vayas</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>2. _____</p> </div> <p>3. La directora está esperando _____ para hablar con los padres.</p> <p>4. Es un _____ que estoy en cuarto grado.</p>	<p>Homófonos/Ortografía</p>
<p><u>Escribe los signos de puntuación correctos para cada oración.</u></p> <p>5. - ¿Alguien sabe algunas adivinanzas___nos preguntó la maestra___</p> <p>6. -Por seguro yo sé algunas buenas- contestó Katia tranquilamente___</p> <p>7. - ___Yo sé un millón de adivinanzas! -anunció Luis, emocionado___</p>	<p>Puntuación</p>
<p><u>Escribe las comas donde pertenecen en la siguiente oración:</u></p> <p>8. Para hacer este postre delicioso necesitarás mezclar azúcar cacao harina y bicarbonato de sosa en un cuenco de mezcla que ya contenga agua y aceite.</p>	<p>Comas</p>

<u>Escribe la palabra correcta para completar cada oración:</u>		
<p>16. El trabajo de Samuel está _____, y Jaime terminará pronto también.</p> <p style="text-align: center;"><i>completamente completo</i></p>	<p>17. Finalmente, todas las asignaturas estuvieron _____ terminadas.</p> <p style="text-align: center;"><i>completamente completo</i></p>	¿Adjetivo o adverbio?
<p>19. Una chaqueta multicolor tiene _____.</p> <p style="text-align: center;">un cierre varios colores un cuello grande</p>		Prefijos
<p>20. En las palabras <i>multicolor</i>, <i>multinacional</i> y <i>multiplicar</i>, el prefijo <i>multi-</i> significa _____.</p> <p style="text-align: center;">un poco muchos sin</p>		

3.6 ¿Cómo se construyen gráficas estadísticas?¹⁴

Alicia y Oswaldo encontraron este recorte. Se interesaron por analizar los datos y resolvieron representarlos en una gráfica. De esta manera podrían comparar las ventas por año y por artículo.

Elaboraron una tabla de los artículos vendidos.

Año	Artículos vendidos		
	Collares	Aretes	Anillos
2008	25	50	35
2009	75	100	70
2010	60	90	60

Con la información ordenada y clasificada, hicieron una gráfica de barras, según les había enseñado el profesor de Matemáticas.

Procedimiento:

- Trazaron dos líneas. Una vertical, eje vertical, llamado **Y**, otra horizontal, eje horizontal llamado **X**.
 - En el eje **Y** representaron la cantidad de artículos vendidos, desde cero hasta la cantidad más alta.
 - En el eje **X** registraron el nombre de los artículos.
- Luego dibujaron las barras –especificadores del gráfico– según los datos que tenían. La primera barra la dibujaron sobre la palabra collares, según lo que se había vendido en el año 2008, la segunda en aretes y así sucesivamente. Dibujaron las barras del año 2009 y 2010.
- La gráfica les permitió obtener las siguientes conclusiones:
 - En qué año hubo mayores ventas.
 - El artículo más vendido durante los tres años.
 - El año de menores ventas.
 - El artículo menos vendido durante los tres años.

Para construir e interpretar tablas y gráficas, el estudiante debe conocer:

- Números, figuras geométricas, líneas verticales, horizontales, rectángulos, círculos...
- Plano cartesiano
- Pares ordenados
- Conservación de cantidad
- Adecuado desarrollo de la comprensión lectora.



LA ESCUELA

Jueves, 10 de octubre de 2010

Propuesta para mejorar las condiciones de la escuela Los Ocotés

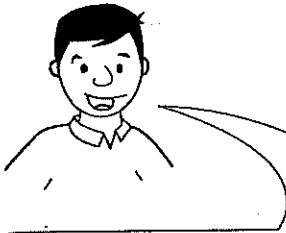
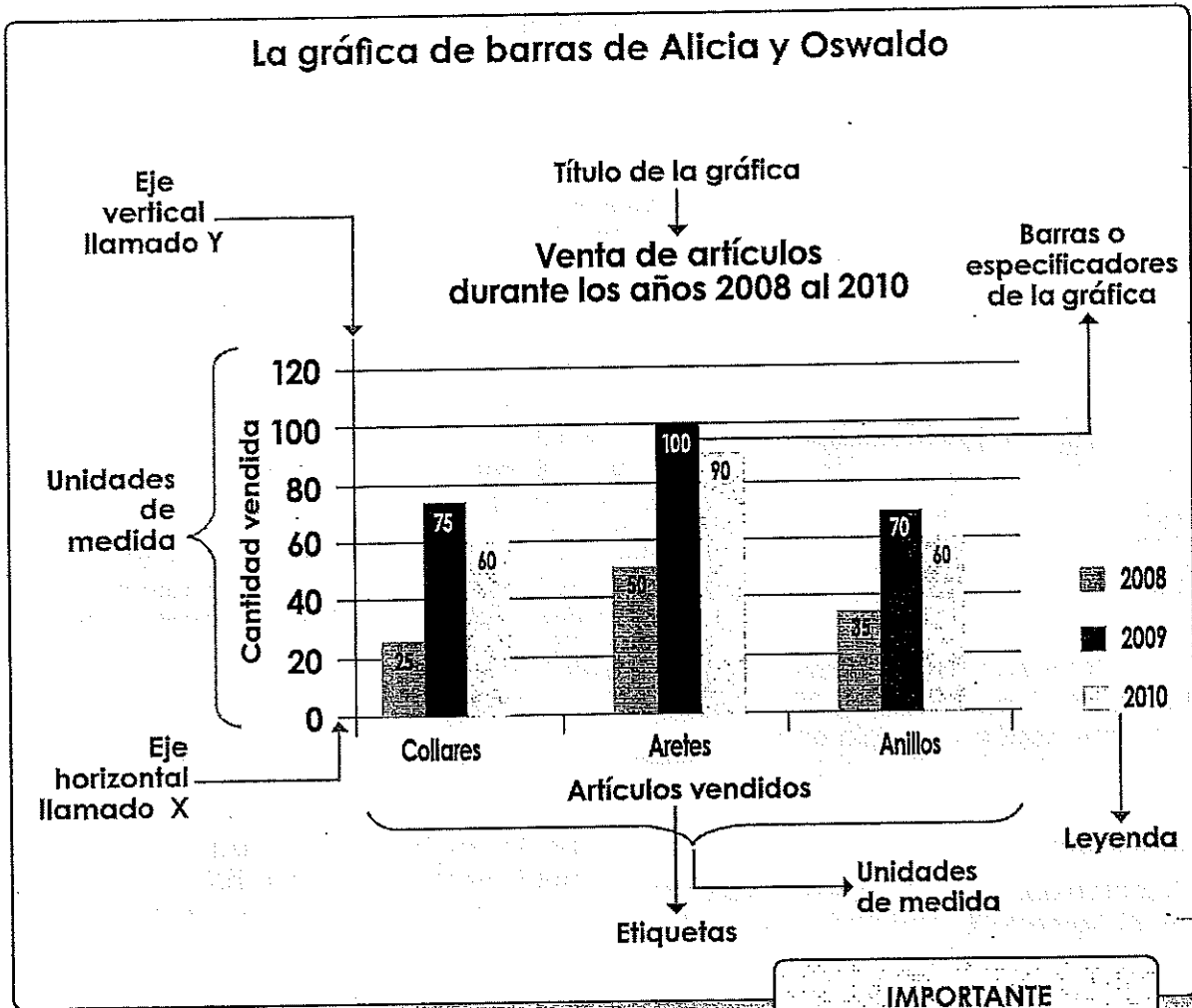
Por Alejandro Ortiz

Durante los tres últimos años, en la Escuela Los Ocotés, los estudiantes se propusieron a fabricar collares, pulseras y anillos, para ponerlos a la venta en su comunidad y recolectar fondos para el mejoramiento de la escuela.

Durante el año 2008 fabricaron 25 collares, 50 juegos de aretes y 35 pulseras. Consiguieron vender todo y en el 2009 decidieron fabricar 75 collares, 100 juegos de aretes y 70 anillos. También ese año la venta fue exitosa.

Al comprobar que cada año las ventas aumentaban, en el 2010 fabricaron 100 collares, 150 juegos de aretes y 100 anillos. Por razones que desconocen, las ventas bajaron ese año y se quedaron sin vender 40 collares, 60 pares de aretes y 30 anillos.

Debido a la poca venta de los artículos, se tomó la decisión de dejar de producirlos e investigar las razones por las que bajaron las ventas.

**IMPORTANTE**

En la gráfica pudieron haber colocado en el eje Y los artículos que vendieron cada año y en el eje X la cantidad vendida, sin cambiar la información.

Al construir la gráfica, Marta recordó que:

- Todos los elementos de las gráficas (títulos, etiquetas, ejes y escalas) son importantes para comprender la información y establecer relaciones o comparaciones.
- Todas las barras de la gráfica deben tener el mismo ancho para no confundir al lector.
- El espacio que se deja entre una barra y otra deben ser iguales.
- Los ejes de las gráficas se deben presentar de forma clara.
- Hay que elegir la gráfica adecuada a los datos que se quiere presentar.