

Cohen Middle School  
100 Robinwood Avenue  
Elmira Heights, NY 14903  
734-5078

Name: \_\_\_\_\_ Date: January 28, 2020 \_\_\_\_\_

Math:

Original Price, discount, Sales Price  
%

homework. Complete packet from class = test Thurs. 1/30

Social Studies:

- Section IV Indian Empires

HW: Mauryan/Dowling

ELA:

Daily Warm Up

Meal Ticket - Food Trucks

Intro to Unit 2 - "Reading Buddies" pg 914

HW: Article of the Week Due 1-31-20

Science

① "2nd Half Success (fill out/hand back)

② ORGANIZE SCIENCE BINDER

③ ~~HW~~ "What are Seasons?" T-CHART  
BOTH SIDES

Computer Apps/ Technology



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

Date: \_\_\_\_\_

## The Mauryan Empire and Ashoka

By 326BCE, India was a land of many languages and cultures. Hindu rajas ruled small but often rich kingdoms. The wealth of the rajas attracted the army of Alexander the Great, a young Greek general who amassed the largest empire of his era.

Shortly after Alexander's death in 323BCE, a young soldier of a low caste named Chandragupta Maura led a rebellion that drove out the Greek invaders. By 305BCE, Chandragupta's Mauryan Empire stretched from the Bay of Bengal in eastern India across the northern portion of the subcontinent through the Hindu Kush into modern-day Afghanistan. For the first time in history, one state ruled most of the subcontinent.

It was not the size of India, but rather its cultural diversity that made the Mauryan Empire difficult to govern. To make his empire more easily managed, Chandragupta divided it into smaller regions called provinces—each ruled by a prince and his royal family. Chandragupta's administration of the provinces was so efficient that later conquerors of India kept parts of his system intact for centuries.

Chandragupta skillfully controlled his vast realm. He employed spies who provided him with secret reports on events in the provinces. The emperor's servants tasted his meals for poison and the emperor slept in different beds every night.

Later in his life, Chandragupta Maura sought enlightenment by becoming a Jain. Jainism is an ancient Indian philosophy that combines elements of Hinduism and Buddhism. Jainism and Buddhism were popular with Indians who—like Chandragupta—had no status in the caste system. Legends tell us that Chandragupta eventually gave up his power and lived the last years of his life as an ascetic—a holy person who has given up all material pleasures and comforts.

Ashoka was Chandragupta's grandson and a ferocious warrior. Upon the death of his father, Ashoka is believed to have massacred his brothers and sisters in order to seize control of the Mauryan Empire.



Once in power, Ashoka built an elaborate palace filled with flowers, trees, and ornaments. Deep inside the palace, however, was a torture chamber where the emperor imposed cruel punishments upon anyone who challenged his authority.

Ashoka's army defeated the rival kingdom of Kalinga, but thousands of soldiers on each side were killed in the violent battle. Finally, as Ashoka rode out to the battlefield to rejoice in his last and greatest victory, he felt great remorse at the suffering he caused.



Ashoka

The emperor then had a spiritual transformation. He renounced war and became a devout Buddhist. He practiced *ahimsa*, the belief that one should not hurt any living thing. For the rest of his life, Ashoka refused to eat meat and banned all animal sacrifices.

Ashoka built Buddhist shrines and temples throughout Asia. The emperor sent Buddhist missionaries to foreign lands. Buddhism is no longer widely practiced on the Indian subcontinent, but it is now a major influence in China, Japan and Southeast Asia.

Ashoka spent the next forty years of his rule emphasizing human charity and respect for all living things. He ignored the caste system and insisted that all of his subjects be treated as equals. He sent engineers to build roads that encouraged people to travel and trade. The engineers also dug wells and built hospitals in poor villages.

Most of what we know about Ashoka's rule comes from stone pillars he erected throughout his empire. The writings on some of the pillars espoused Buddhist principals, while others told the story of the Mauryan Empire. Many of the monuments have survived more than 2200 years to the present day.

The emperors who followed Ashoka were weak. After the emperor's death, Hindu priests once again reimposed the caste system as the Mauryan Empire gradually shrunk. In 185BCE, the last of the Mauryan rulers was killed, ending the dynasty that united most of the subcontinent.

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

Date: \_\_\_\_\_

### Fill in the Blanks

About 323BCE, C\_a\_d\_a\_u\_t\_a Maura led a r\_b\_l\_i\_n that led to the expulsion of \*f\_r\_i\_n power in I\_d\_a. Chandragupta skillfully controlled the \*d\_v\_r\_e peoples of the M\_u\_y\_n Empire by appointing p\_i\_c\_s to g\_v\_r\_n provinces and by developing a network of s\_i\_s that provided the e\_p\_r\_r with s\_cr\_t reports. Later in life, Ch\_n\_r\_g\_p\_a gave up power and lived the last years of his life as an a\_c\_t\_c.

Chandragupta's \*g\_a\_d\_s\_n was A\_h\_o\_a, a w\_r\_i\_r who renounced w\_r after a s\_i\_i\_u\_l transformation. Ashoka became a devout B\_d\_hi\_t who built s\_r\_n\_s and t\_m\_l\_s throughout A\_a. Buddhism is no widely practiced on the I\_d\_an subcontinent, but Ashoka's m\_s\_i\_n\_r\_es spread B\_d\_h\_st philosophy to C\_i\_a, Japan and S\_u\_h\_a\_t Asia.

### Answer in Complete Sentences

1. Why were foreign armies interested in conquering India by 326BCE?

\*2. Why do you think Chandragupta Maura believed it was necessary to maintain a spy network in his empire?

3. What was the cause of Ashoka's great spiritual conversion?

\*4. Describe *ahimsa* using your own words.

5. Explain how Ashoka transformed Buddhism into a major world religion.

6. Why do we know more about Ashoka than most ancient rulers?



Stone Pillar of Ashoka

\*This is a higher order learning question. Any reasonable answer will be graded as correct.

# 2<sup>nd</sup> Half Success

**CONGRATULATIONS!** You've reached the half-way point of 6th grade. Today we will take time to re-set the 6th grade expectations before moving on with our day.

## Assessment/Grading Policies

Assessments 50%: (tests, quizzes, projects, notebook, skill assessments)

Classwork & Homework 40% (Labs, notes, data tables, [www.readworks.org](http://www.readworks.org) articles, skill practice)

Participation 10% (prepared for class, on task, on time, fulfills group role, rubrics)

## Late Assignments:

Students will have three days to make up / hand in owed assignments; a **25%** penalty applies

## The Spartan Way

*My Behavior, my choices...matter*

Following *The Spartan Way* Character Pillars and behavior expectations helps make the Cohen Community a better place. When I take ownership of my behaviors and treat others with kindness we become more productive citizens

**RESPECT:** listen and learn from peers; use materials, notebook, and classroom space appropriately

**RESPONSIBILITY:** Be in class and on time every day; be prepared with high-quality homework; maintain clean work space; do your job without complaining.

**TRUSTWORTHINESS:** always Try your best; take care of all materials, all the time; positive attitude required

**CITIZENSHIP:** Follow instructions, ask questions, understand and do your job!

Following the Spartan way means I am a student who...

**Pays Attention** Stays out of Trouble  
**Does Their Work** Participates  
**Respectful** Enough Sleep  
**Asks Questions** Organized  
**Stays on Task** Take Notes  
**On Time** Willing to Learn  
**Listens** Stays on Task  
**Prepared** Hard Working  
**Studies** Pushes their Potential  
**Willing to Learn** Determined  
**On Time** Works Well with Other Students  
**Respectful** Responsible  
**Does Their Work** Follows Directions  
**Listens** Positive Attitude

My Job	Teacher's Job
<p>to be good</p>	<p>JUST be a teacher</p>

My GOALS: ( Five weeks 3rd marking Period Before 7th Grade)

to get my grades  
to 80's

My name

Signature

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

**HW Due Date: 1/29/20**

Grade 6 Science

Class Period: 2 3 5 6 7

## What are seasons and some of their characteristics?

**Directions:** Think about the best and worst parts of summer...now think about winter.

In the spaces below compare/contrast the winter and summer seasons (dates, months, activities, storms, temperature, etc.) Then read "SUMMER TALK" on the back. Be as specific as possible. You will share ideas from your HW before participating in the *Solar Angle* Lab Wednesday.

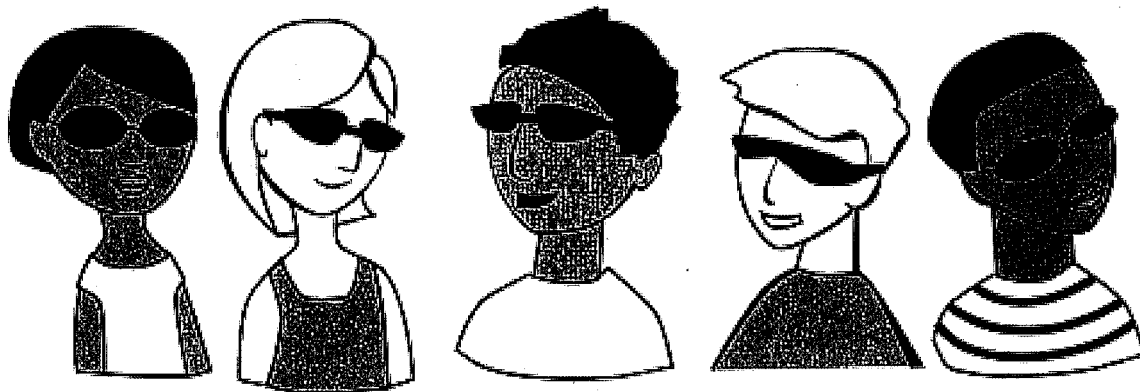
Similarities

WORD 1: **Winter**

WORD 2: **Summer**

Differences

# Summer Talk



Six friends were talking. They each had different ideas about why it is warmer in the summer than in the winter. This is what they said:

Werner: "It's because the winter clouds block heat from the Sun."

Ava: "It's because the Sun gives off more heat in the summer than in winter."

Raul: "It's because Earth's tilt changes the angle of sunlight hitting Earth."

Fernando: "It's because the Earth orbits closer to the Sun in the summer than in the winter."

Shakira: "It's because one side of Earth faces the Sun and the other side faces away."

Susan: "It's because the Northern Hemisphere is closer to the Sun in summer than in the winter."

1. Which friend's idea makes the most sense to you? \_\_\_\_\_

2. Why it is warmer in the summer than in the winter? Explain your thinking. \_\_\_\_\_

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## Meal Ticket

Choose a truck you'd like to sample a menu item from:

What do you like about this truck?

What is one crucial way this truck is connected to the text?

## Meal Ticket

Choose a truck you'd like to sample a menu item from:

What do you like about this truck?

What is one crucial way this truck is connected to the text?









## "Working Cats" program gives hard-to-adopt felines jobs at businesses

By Mary Carole McCauley, Baltimore Sun, adapted by Newsela staff on 10.19.17

Word Count 749

Level MAX



Cat on patrol! A cat wanders the grounds of the Los Angeles Flower Market in Los Angeles, California. Some local business owners in Los Angeles; Baltimore, Maryland; and other cities participate in the Working Cats program. This program places feral cats in local businesses to repel rodents. Photo by: Mark Boster/Los Angeles Times via Getty Images

Not long ago, Inky the cat was angry and frightened. The only way his rescuers at BARCS could handle him was by trapping the 4-year-old black cat with a net.

Then Inky got a job doing pest control through the "Working Cat" program run by the Baltimore Animal Rescue & Care Shelter (BARCS) Inc. Almost overnight, his outlook on life reversed 180 degrees.

"The first day that BARCS brought Inky to us, he was hissing and really unhappy," said Tom Foster. He is the co-founder of Diamondback Brewing Co. and Inky's "employer."

"I thought, 'Oh, I don't know if this is going to work out.' But, then he got here and it was like a switch went off. I don't think he's hissed once since that day. He's gotten extremely friendly. He'll let me pick him up, and he'll jump on my lap when he wants to be petted."

## **Cats For Commercial Company**

Inky is just one of the more than 100 success stories of the BARCS program. It places difficult-to-adopt cats on farms, at warehouses, in nurseries and in other commercial settings.

Starting in 2012, BARCS began a small version of what then was called its Barn Cat program. Organizers reasoned that some cats weren't meant to be pets. But these cats would be happy living a life with minimal human contact in which they nonetheless provided a useful service: rodent control. Meanwhile, humans in need of said service would provide the animals with food, shelter and medical care.

"Some cats can't be placed in a home," said Bailey Deacon, BARCS' director of communications. "Some won't use a litter box. Others are feral and haven't been socialized. Some get over-stimulated and the only outlet they have for their energies is by hunting humans."

Inky, for instance, came from a house where refuse was piled floor to ceiling, Deacon said. He'd lash out with his claws and teeth at any human who came near.

BARCS' staff kept Inky under observation for a long time, waiting to see if his attitude would change. When it didn't, they thought he might be a candidate for alternative placement.

As part of the program, BARCS donates the cat, spays or neuters the animal for free and surgically implants an identifying microchip. The shelter even delivers the feline to its new home.

The Barn Cat program operated on a relatively small scale for four years, Deacon said. It placed about two dozen cats at area businesses during that time. But in 2016, BARCS received a six-figure grant from the Petco Foundation. Among other things, the grant allowed it to hire a full-time staff member to run the rebranded Working Cat program.

Since Amber Ketchum took the job at BARCS last December, Deacon said, she has placed more than 90 cats at area businesses. She is well on her way to exceeding her 2017 goal of more than 100 placements.

### **Cats With No Other Options**

"This is truly a life-saving program," Deacon said.

"There was no other option for these cats. They would have sat and sat and sat and never been able to find a home. And the program has freed up cage space so we can place more indoor cats with families."

Foster and his business partner, Colin Marshall, agreed to adopt Inky last winter because they wanted to give natural rodent control a try. Not only was their 7,000-square-foot Locust Point brewing facility filled with the barley used to brew the beer, it also was quite warm.

"It was mouse heaven," Foster said.

They didn't want to use chemical controls in a building where they were making a beverage for people to drink. But they found that traditional traps baited with peanut butter or cheese were



ineffective. So when BARCS got in touch to suggest that the brewery adopt a cat, Foster and Marshall were willing to give Inky a try.

Within days of his arrival, Inky had dispatched half a dozen mice. The brewery's rodent problem was a thing of the past. Perhaps because he finally was out of his cage and in a place where he was cared for and felt secure, Inky quickly became attached to the two men. And vice-versa.

"We haven't had a single mouse problem since Inky came," Foster said. "His main job now is keeping us company and supervising our work."

## Quiz

- 1 Read the section "Cats For Commercial Company." Select the paragraph from the section that explains what BARCS does to prepare the cats before they begin their jobs.
- 2 Which sentence in the section "Cats With No Other Options" supports the conclusion that the BARCS program has ended up helping out the shelters?
- (A) "This is truly a life-saving program," Deacon said.
  - (B) "And the program has freed up cage space so we can place more indoor cats with families."
  - (C) They didn't want to use chemical controls in a building where they were making a beverage for people to drink.
  - (D) "His main job now is keeping us company and supervising our work."
- 3 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) The only way his rescuers at BARCS could handle him was by trapping the 4-year-old black cat with a net.
  - (B) "He'll let me pick him up, and he'll jump on my lap when he wants to be petted."
  - (C) Foster and his business partner, Colin Marshall, agreed to adopt Inky last winter because they wanted to give natural rodent control a try.
  - (D) Not only was their 7,000-square-foot Locust Point brewing facility filled with the barley used to brew the beer, it also was quite warm.
- 4 Which statement is a MAIN idea of the article?
- (A) Some cats have been adopted by companies as an alternative to staying in shelters.
  - (B) Inky is a cat that was angry and frightened when he first began the Working Cat program.
  - (C) Some difficult-to-adopt cats focus energy on hunting humans because they are over-stimulated.
  - (D) The Barn Cat program operated on a relative small scale for many years before it got more funding.



$$\frac{\text{is}}{\text{of}} = \frac{\%}{100}$$

### Lesson 27: Solving Percent Problem

Percent problems include the part, whole and percent. When one of these values is missing, we can use tables, diagrams, and models to solve for the missing number.

#### Guided Work:

Write the words **PERCENT, WHOLE, PART** under each problem to show which piece you were solving for.

60% of 300 <sup>is</sup> part      60% of whole = 300      60 out of 300 = percent %

Solve the three problems from above.

$$\frac{x}{300} = \frac{60}{100}$$

13

$$x = 180$$

The word of lets you know which piece of information is the whole amount compared to the part. For example, 60% of 300 tells us that we are looking for part of 300. 300 is the whole. 60 out of 300 also tells us that 60 is the part and 300 is the whole.

$\frac{60}{100}$  is the same ratio as  $\frac{\text{unknown number}}{300}$ .  $\frac{\text{IS}}{\text{OF}}$

$$60\% \text{ of some value} = 300 \rightarrow \frac{60}{100} = \frac{300}{?}$$

$$60 \text{ out of } 300 = \text{what percent} \rightarrow \frac{60}{300} = \frac{?}{100}$$

Original price → Whole

discount → part

Original Whole  
 - discount part  
 Sales price part

**Lesson 27: Solving Percent Problem**

Sam is doing her back to school shopping. Calculate all of the missing values in the table below, **rounding to the nearest penny**, and calculate the total amount Sam will spend on her outfit after she received the indicated discounts.

	Shirt % (25% discount)	Pants (30% discount)	Shoes (15% discount)	Necklace (10% discount)	Sweater (20% discount)	Total
Original Price <i>Whole</i>	\$44			\$20		
Amount of Discount <i>part</i>	\$11	\$15	\$9		\$7	

Shirt 25% =

$$\begin{array}{r} x \\ \hline 44 \end{array} = \frac{25}{100}$$

$$100x = 44 \cdot 25$$

$$\frac{100x}{100} = \frac{1100}{100}$$

$$x = 11$$

Pants 30% =

Total  
 Sales price

Shoes 15% =

Necklace 10% =

Sweater 20% =

What is the total cost of Sam's outfit? Original - discount  
 Sales price

Name \_\_\_\_\_ Period \_\_\_\_\_

**Lessons 27: Solving Percent Problem**

**Lesson Summary**

Percent problems include the part, whole and percent. When one of these values is missing, we can use tables, diagrams, and models to solve for the missing number.

**Use Lessons on Percent in your notebook as a resource.**

1. Ms. Moore has 75 papers. She graded 60 papers, and she had a student grade the rest. What percent of the papers did each person grade?

Ms. Moore graded \_\_\_\_\_

**Show Work:**

Student graded \_\_\_\_\_

**Show Work:**

2. Mr. Becker has graded 20% of his 150 students' papers. How many papers does he still need to finish?

❖ How many has he graded so far? \_\_\_\_\_

**Show Work:**

How many does he have left? \_\_\_\_\_

**Show Work:**

**\*\*Challenging\*\***

3. Ze'Kyiah paid \$40 for his video game ***after he received*** a 20% discount. Ze'Kyiah's friend says this means that the original price of the item was \$48.

a. How do you think his friend arrived at this amount?

b. Is his friend correct? \_\_\_\_\_

Explain why or why not \_\_\_\_\_

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