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

Name: _____ **Date:** _January 6, 2020_____

Math:
Corrected Ratio Test
Corrections due Friday 1/10

Social Studies:
- **Origins of Hinduism and the Caste System in India**

HW: Caste System in India

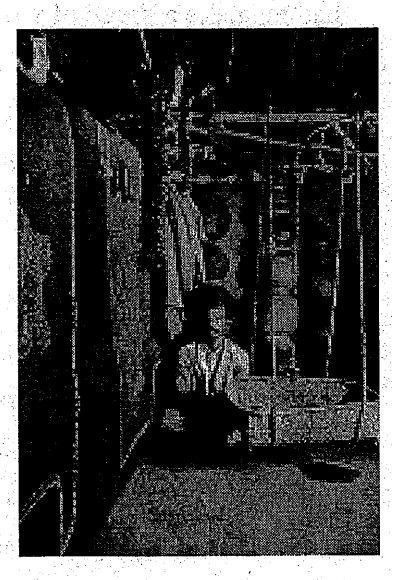
ELA: Daily Warm Up
Character Resolutions
HW: Article of the Week Due 1/16/20
Book of the Month Due 2/3/20

Science Create a (paper) Model of Earth's Atmosphere, to scale
* (Please come in during Support time to create your poster)

Computer Apps/ Technology

Name: _____ edHelper

Caste System in Ancient India



About 3,600 years ago, a group of cattle herders from Central Asia settled into India. This group of people, called the Aryans, brought with them their beliefs, customs, and writing system (Sanskrit). They introduced a rigid caste structure that divided people into four classes.

Under this setup, Brahmins or priests made up the highest caste. They held a tremendous amount of power over everybody else. They were the only ones who could both study and teach the holy texts, known as the Vedas. They were also the only ones who could perform sacrifices and other religious rites. Because of their authority, people of other castes often gave them generous donations. By giving Brahmins (also spelled as Brahmans) valuable goods, people of other castes believed that they would be rewarded in their next life.

Next to the Brahmin class was the Kshatriya (pronounced *"shuh-TREE-uh"*) class. It consisted of warriors and rulers. Kshatriyas' main duties were to govern and defend the country. Though they could learn the Vedas as Brahmins did, they could not teach the holy texts. As Kshatriyas were responsible for the national defense, they underwent extensive military training. They were the experts in archery, swordsmanship, and hand-to-hand combat.

The Aryans categorized farmers and merchants as their society's third caste, called the Vaishya (pronounced *"VYSH-yuh"*). Vaishyas were expected to tend cattle, to farm, or to trade. Like Kshatriyas, they could only learn, but not teach, the Vedas.

Beneath the Brahmin, the Kshatriya, and the Vaishya castes was the Shudra (also spelled as Sudra) caste. It represented the majority of the populace. People in this caste did menial, labor-intensive work. They took on the duties of servants, craftsmen, or laborers. Shudras received little informal education. They were not allowed to learn the Vedas, so they could not participate in the initiation ceremony that boys of the three upper castes were entitled to when they began learning the holy texts. The ancient Indians believed that a person who had the initiation ceremony was "twice-born." The first was, of course, the person's physical birth. The second was his spiritual birth. As Shudras could not learn the Vedas, they would never experience a spiritual birth. Thus, they had only one birth.

Though Shudras were the lowest of the four classes, they were still better off than the so-called outcastes. The outcastes, as the name suggests, were people who did not belong to any of the four castes. They did work that nobody else wanted to do. They swept the streets. They collected garbage. They cleaned up toilets. And they disposed of dead animals or humans. The outcastes could not live in cities or villages. They led a lonely, humiliated life. When they ate, they could only take meals from broken dishes. When they traveled, they needed

to move off the path if someone from a higher caste was approaching. When they entered a marketplace, they had to strike a piece of wood to announce their presence, so that other people could avoid them. The outcastes were not allowed to drink from a public well. They were not allowed to enter a temple. And they were not allowed to study. Given that they stirred fear and were despised everywhere they went, nobody in the ancient Indian society wanted to see, hear, or touch them. This group of people in India suffered the worst fate. They simply became known as the untouchables!

The Aryans' caste system came from local legends. When Brahma, the god of creation, made humans, his mouth became the Brahmins, his arms the Kshatriyas, his legs the Vaishyas, and his feet the Shudras. Tales aside, the caste system was a very important element in ancient India. It followed a specific set of guidelines (called the Laws of Manu) that dictated every person's behavior. The guidelines set rules from the type of jobs a person could hold to the type of foods a person could eat. According to the Laws of Manu, each caste was represented by a color. White was for the Brahmins, red for the Kshatriyas, yellow for the Vaishyas, and blue for the Shudras. Marrying someone within a person's own caste was norm. Marrying someone outside of a person's caste was rare, but possible. Children born from an inter-caste marriage needed to follow a different set of rules to determine what caste they belonged to.

The ancient Indians believed that each person had an eternal soul that could be reborn in a new body after death. While that person could never move from one caste to another in this life, he or she could be reborn to a different caste in the next life. If the person did a lot of good deeds (such as giving Brahmins generous donations) in this life, he or she would have the chance of being reborn to a higher caste in the next life. If the person did a lot of horrible things (such as committing a crime) in this life, he or she would risk being reborn to a lower caste in the next life.

The caste system had been prevalent in India's society for thousands of years. It was deeply embedded in the country's dominant religion, Hinduism. Though discriminations on the basis of a person's caste had already been outlawed in the 1900s, they still exist today. Because of this, the caste system has continued to be a sensitive issue in modern India. It is a topic better approached with extreme caution!

Caste System in Ancient India

Questions

_____ 1. How many castes were there in India?

A. Four
B. Three
C. One
D. Two

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_____ 2. The untouchables worked as servants, craftsmen, and laborers.

A. False
B. True

_____ 3. In ancient India, who were responsible for fending off intruders?

A. Kshatriyas
B. Shudras
C. Untouchables
D. Brahmins

_____ 4. Under India's current law, it is illegal to discriminate against an untouchable.

A. True
B. False

_____ 5. Which of the following colors would a Brahmin wear?

A. Yellow
B. White
C. Orange
D. Red

_____ 6. According to legends, Brahma created Vaishyas from his _____.

A. Mouth
B. Feet
C. Legs
D. Arms

_____ 7. Which of the following about ancient India's caste system is correct?

A. Priests were in a caste lower than rulers.
B. Both Brahmins and Kshatriyas could teach the Vedas.
C. Vaishyas were twice-born.
D. Inter-caste marriages could never happen.

_____ 8. Who introduced the caste system to India?

A. The Chinese
B. The British
C. The Aryans
D. The Arabs

_____ 9. Which of the following about the untouchables is NOT true?

A. They could not eat meals from broken dishes.
B. They could not live in cities or villages.
C. They could not drink from a public well.
D. They could not go to a temple.

_____ 10. In ancient India, who were responsible for exporting goods to other countries?

A. Brahmins
B. Shudras
C. Vaishyas
D. Kshatriyas

Science 6

Modeling Earth's Atmospheric Layers

1. Carefully tape the larger paper to the smaller paper, connecting the 11 ½" sides
2. Put your name and period on the taped side. We will hole punch these to fit your binder
3. Draw a representation of the Earth's surface (a shallow arc) at the *very* bottom of one of your papers.

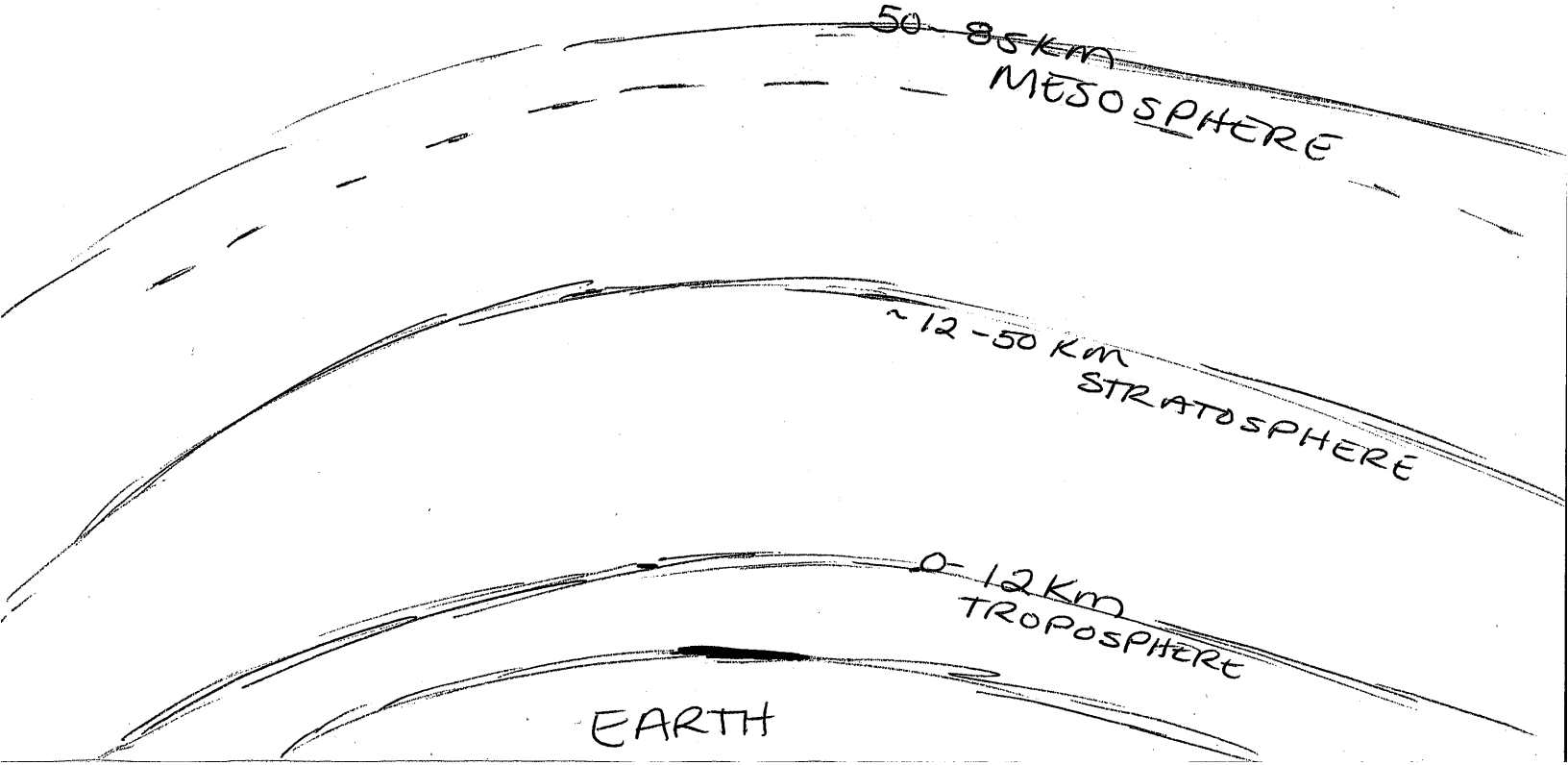
4. We will use the scale **1mm = 1km.**
   (1 km = .62 miles)
5. Information to include about the boundaries of the layers:
   - 1 troposphere = up to *about* 12 km (5-9 mile)
     - jet stream = layer of fast-flowing wind between the troposphere and the stratosphere
   - 2 stratosphere = 12-50km
     - ozone layer – between the stratosphere and mesosphere (O_3)
   - 3 mesosphere = 50-85km
   - 4 thermosphere = 85-600km
     - ionosphere – 80 – 550km – this overlaps Layers →
   - 5 exosphere = 600km and beyond (to 10,000km)

6. Think about the best way to represent the layers around the earth accurately.
   - ❖ Do you only need to measure with one point to create a line?
   - ❖ Considering the scale, how much paper will you need to use in order to fit all the information?

7. When you have completed your model.
   a. Cut apart the atmospheric layer pictures.
   b. Take a SMALL piece of tape and secure the picture within the layer you think the object belongs.
   c. We will glue the pictures in later once we are certain where they go.

(EXOSPHERE BOTH ON NEXT PAPER

Thermosphere



Name_____ Class Period____

ELA 6 WARM UP
Week of 1/6/20 **Be a learner not a finisher.**

Monday Mistakes

Correct the sentence and rewrite it below: **Dont slam the door, you will wake up the penquins.** (2 punctuation mark errors, 1 missing word, 1 spelling error)

_____

_____

_____

Tuesday Terms

Read the word and definition. Write a sentence that uses the word correctly and draw a quick sketch that will help you remember the word.

Word: **antagonist**	Definition: **the character that works against the main character of a story**
Sentence: _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

"How old would you be if you didn't know how old you was?" – Leroy "Satchel" Page, US professional baseball player

Write 2 to 3 sentences explaining what this quotation means.

_____

_____

_____

_____

Friday Figurative Language

Use this week's idiom in a sentence: *eyes bigger than the stomach*

_____

_____

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_____

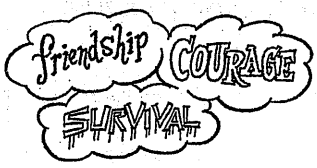
Name _____

Read each clue and write the answer in the blanks.
Use the first and last words to fill in the sentence under the ladder.

HINT! Words with a ★ are more challenging!

READING & WRITING

WHAT'S THE BIG IDEA?



★ **9. The _____ of Capricorn.**
Take away 3 letters, then add 2.

7. Another word for *great*.
Take away the last 2 letters, then add 3.

★ **5. A row or level.**
Change 1 letter.

3. Carlos learned how to ____ his shoes in kindergarten.
Change 1 letter.

1. A pronoun: I asked ____ if I could play.
Take away 1 letter.

Start Here

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t h e m e

10. Subject.
Take away 1 letter.

8. Vehicles on a road.
Take away 3 letters (*e, r, i*), then add 2.

★ **6. A breed of dog.**
Add 3 letters.

4. When a game ends and the score is even on both sides.
Add 1 letter.

2. ____ Three Little Pigs.
Take away 1 letter.

The _____ is the central message or _____ of a story.

Article of the Week Due: 1-10-20

newsela Name: Period:

Seals with high-tech hats are collecting climate data in the Antarctic

By Smithsonian, adapted by Newsela staff on 12.18.19
Word Count **719**
Level **800L**

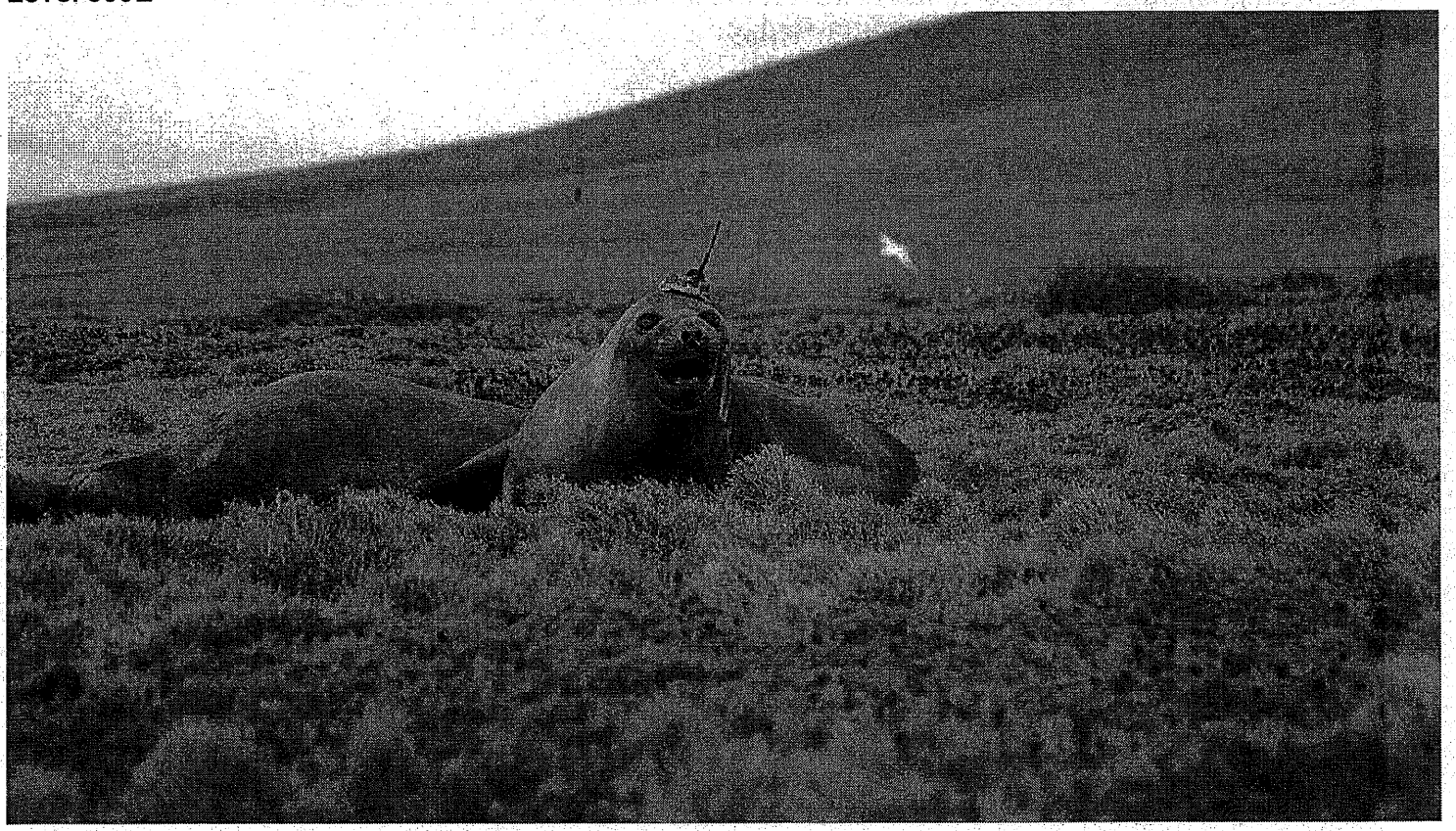


Image 1. An elephant seal outfitted with specialized sensors that helped researchers track how heat moves through ocean currents. Photo by: Etienne Pauthenet/Sorbonne University

Elephant seals in funny-looking hats are helping NASA. NASA is the National Aeronautics and Space Administration. It is America's space agency.

NASA is using the seals to study climate science. Most scientists agree climate change has been caused by humans. It has resulted in dangers to the Earth, including warmer temperatures and rising seas.

Special Caps Track Water Temperature

The seals have been wearing special sensors. The sensors look similar to lumpy metal caps with antennae. The seals are collecting data about oceans to help scientists. A team of climate scientists is being led by oceanographer Lia Siegelman, who studies oceans closely. The team is studying how heat moves through ocean currents.

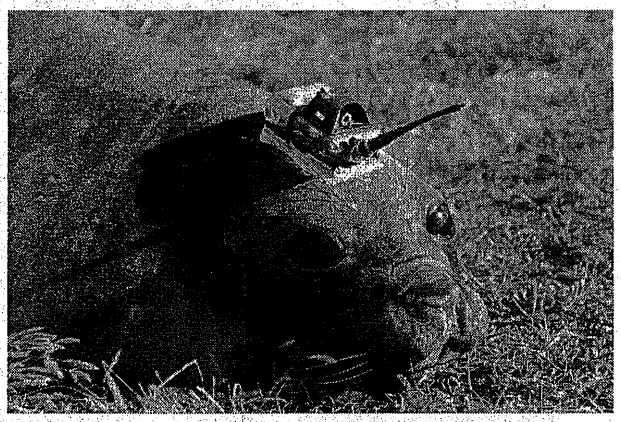
The scientists came up with this clever way of tracking changes in temperature. The seals can swim deep into the icy waters of the Antarctic. The scientists printed their study about the seals in Nature Geosciences in early December.

Scientists depended on the help of one particularly brave female seal. She helped scientists better understand the heat stored at the ocean's depths. Scientists have known that the ocean's currents can move heat downward into the ocean's depths. However, the new findings suggest the reverse is true as well. Heat can sometimes get swirled back up to the surface by deeply moving currents. This can warm the sea's upper layers as well.

This might sound unimportant. However, Siegelman thinks it's important to include this new information into existing climate knowledge.

Findings Show Heat Is Rising To Top Of Sea

Oceans serve as a sink for heat in the Earth's air. This means the cooler the oceans' surfaces are, the more heat they can take in. Now, scientists know heat is rising to the top of the sea. The water might be less equipped to offset rising temperatures than scientists once thought, Siegelman said.



What this means in the long term is unclear. In 2014, Sarah Zielinski reported for Smithsonian.com about how climate change is affecting oceans. It's reshuffling how ocean waters in the Antarctic move. The water in the Antarctic doesn't stay in the Antarctic. These shifts in the water cycle at our planet's South Pole have effects on climate and weather across the globe.

Before the seals' help, scientists had a pretty limited view of the Southern Ocean. They knew little about what went on beneath the surface. Here, temperatures can plunge below 30 degrees Fahrenheit. Thick sheets of sea ice block instruments from collecting data. It is a difficult environment for underwater science studies.

None of that troubles southern elephant seals. They spend nine to 10 months at sea each year. They swim thousands of miles and dive up to half a mile beneath the ocean's surface, usually about 80 times a day. "Even when they sleep, they dive," Siegelman said. "They float down like a leaf."

To make the most of the seals' love of travel, Siegelman and her team of scientists tagged a female elephant seal on the Kerguelen Islands in the ocean. They glued a sensor to her head. Do not be alarmed. The scientists remove the tags on the seals' next visit to land. It's either that or the seals lose the cap when they shed dead skin.

3,000-Mile Journey

In October 2014, the seal started her swim. She wore the high-tech hat atop her head. For the next three months, the scientists followed her 3,000-mile journey. During this journey, she dived 6,333 times.

Siegelman's team also used pictures taken from satellites floating in the sky. They used the images along with the data the seals provided. Together, Siegelman and her team have a clearer

understanding than ever before. It's probably safe to say that the seal didn't recognize the big deal.

Humans do recognize the value, though. Seals are providing knowledge that has been missing, Guy Williams said in 2016. Williams is a polar oceanographer at the University of Tasmania in Australia. He's doing his own temperature studies with seals and walruses.

Williams said the seals have gone to places people have never been able to study.

Quiz

1 According to the section "3,000-Mile Journey," how did scientists use a female seal in their study?

(A) They put a special hat on her that took pictures while she went on dives.

(B) They put a special hat on her that gathered data while she went on dives.

(C) They watched her as she interacted with other seals underwater.

(D) They watched her as she interacted with walruses on land.

2 What is the relationship between heat and ocean currents?

(A) Ocean currents are able to remove heat from all parts of the ocean.

(B) Ocean currents are able to only swirl heat up to the surface of the ocean.

(C) Ocean currents are able to only move heat downward into the ocean's deepest parts.

(D) Ocean currents are able to both move heat down into the ocean and back up to the ocean surface.

3 Read the introduction [paragraphs 1-2].

Which sentence from the section summarizes the effect of climate change?

(A) Elephant seals in funny-looking hats are helping NASA.

(B) NASA is using the seals to study climate science.

(C) Most scientists agree climate change has been caused by humans.

(D) It has resulted in dangers to the Earth, including warmer temperatures and rising seas.

4 Read the section "Findings Show Heat Is Rising To Top Of Sea."

Which selection from the section shows WHY researchers needed the help of seals?

(A) Now, scientists know heat is rising to the top of the sea. The water might be less equipped to offset rising temperatures than scientists once thought, Siegelman said.

(B) The water in the Antarctic doesn't stay in the Antarctic. These shifts in the water cycle at our planet's South Pole haye effects on climate and weather across the globe.

(C) Thick sheets of sea ice block instruments from collecting data. It is a difficult environment for underwater science studies.

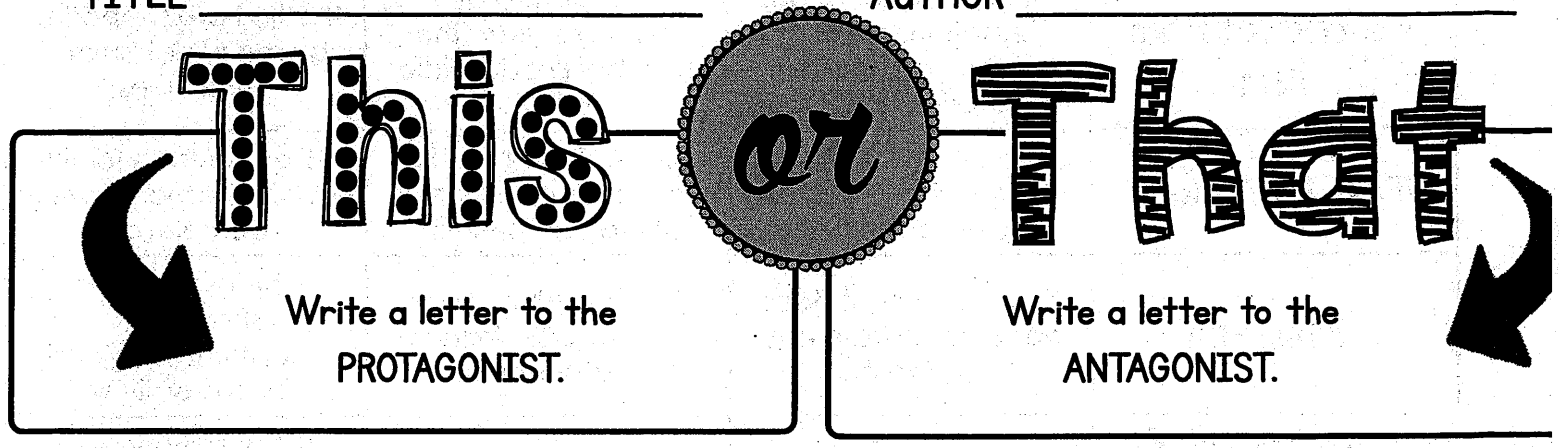
(D) The scientists remove the tags on the seals' next visit to land. It's either that or the seals lose the cap when they shed dead skin.

Book of the Month NAME _____ Due: 2-3-20

Letter Writing

Imagine that you can write a letter to the book's protagonist or antagonist. The protagonist is the main character in the book. The antagonist is the main character's opponent. In your letter be sure to include your reactions to the character's actions, connections you may have to the character and any questions that you wish the character could answer.

TITLE _____ AUTHOR _____



Dear _____,

Sincerely,

_____

P.S. _____

Name _____

Reading Response Prompt _____

THIS OR THAT

	0	1	2
Personal Reactions to the Text	Gives a response without explanation. Reactions may be superficial, mere summaries, or vague.	Reactions are supported by examples from the text, but provide little detail.	Multiple reactions to the text are supported by many details and examples.
Task Fulfillment	None of the tasks for this reading response were completed.	Some of the tasks for this reading response were completed.	All of the tasks for this reading response were completed.
Originality	The assignment does not demonstrate any originality.	Some original ideas are evident in the assignment.	The assignment showcases exceptional originality and creativity.
Work Quality & Effort	Poor work quality or effort.	Work quality and effort is mediocre.	Extraordinary work quality and effort demonstrated.
Mechanics, Usage, and Grammar	4+ mistakes in mechanics, usage, and/or grammar	1-3 mistakes in mechanics, usage, and/or grammar.	No mistakes in mechanics, usage, and grammar.

Total _____ / 10