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Name: _____ Date: March 10, 2020 _____

Math:

One Step Equations
nb pp. 23:24 +, -
27:28 •, ÷
hmk wksht.

Social Studies:

- Chapter 8 Section II Government in Athens

HW: Cleisthenes WS

ELA:

Daily Warm-up
Connotation and Denotation
Shades of Meaning

Science

① Calculate Density page 4
(copy attached chart)

② HW pages 5-6 (NB) use $D = \frac{M(g)}{V(ml)}$

Computer Apps/ Technology

Name: _____

Cleisthenes

Once upon a time, Cylon, a former winner of the Olympic Games, wanted to become the tyrant of Athens. To realize that dream, he sought help from his father-in-law, the tyrant of Megara, and staged a coup around 632 B.C. But the uprising was an unsuccessful one. Knowing that defeat was imminent, Cylon and his supporters took refuge in the temple of Athena. After they got the assurance that their lives would be spared, they came out of their hideout and were ready to stand trial for their crime. But they were ultimately betrayed by an archon (chief magistrate), Megacles, who broke the promise and had them killed. The circumstance was so unspeakable that the Athenians decided to send him and his entire clan (the Alcmaeonids or the Alcmaeonidae) into exile. It was said that the descendants of this powerful family carried a curse or a *miasma* ("stain") for generations to come.

Now fast forward to circa 510 B.C. Athens was then in the hands of a bitter, cruel ruler named Hippias. Seeing how unpopular the tyrant was, Cleisthenes (also spelled as Clisthenes or Kleisthenes) -- a descendent of the Alcmaeonids -- took a chance and overthrew the man. But he soon locked horns with Isagoras. The latter brought up the curse and used it as an excuse to banish Cleisthenes from Athens. After getting rid of his opponent, Isagoras decided to clean house. He uprooted hundreds of people on the pretext that they, too, were cursed. He then sought to dissolve the *Boule* (Council of Four Hundred). Both decisions made the Athenians very angry. Hence, they banished Isagoras and recalled Cleisthenes.

Upon his triumphant return to Athens around 507 B.C., Cleisthenes launched a series of reforms. One of his earliest moves was to divide the country into three regions -- city, coastal, and inland. Each region was then further divided into ten groups called *trittyes* (singular: *trittys*). Every *trittys* consisted of several *demoi* (districts or villages; singular: *deme*) and was named after its chief *deme*. Now taking one *trittys* from each region, Cleisthenes forged them into a tribe. Once all was said and done, Athens had a total of ten new tribes, and the Athenians began to identify themselves not by their ancestry or family ties, but by their new tribes. This particular innovation was very critical in Greek history because it helped to dilute the influence of powerful clans, which had been the root cause of tyranny in the first place.

Following the restructuring of the Athenian society, Cleisthenes proceeded to expand the membership of the *Boule* from four hundred to five hundred (fifty per tribe). He declared that any male citizens above the age of thirty could serve on the *Boule* for a year. Under the law, they could not be on the *Boule* more than twice in their lifetime or for two consecutive years. Being a member of the *Boule* might sound glamorous, but the job was actually unpaid! Luckily, the lack of monetary compensation did not necessarily mean that the chosen ones had to quit their jobs and go starving for a year. That was because the representatives from each tribe became the executives (or *prytaneis*) of the *Boule* for only one-tenth of a year. During their time in office, they took turns acting as the day leader. Once picked to be the day leader, the man could not become one ever again.

Apart from setting up new tribes and re-organizing the *Boule*, Cleisthenes was also said to be the one who introduced the concept of ostracism which permitted the Athenians to vote and send a fellow citizen into exile for

Name: _____

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ten years. The idea was to cast off anybody deemed a threat to the democracy. Even if the practice had really been a work of Cleisthenes, it was never used during his time. The first victim, to the best of our knowledge, was Hipparchos. He was sent into exile in 487 B.C.

With all things considered, Cleisthenes' reforms were absolutely essential for the development of democracy in Athens. But, sadly, we know only of his accomplishments, not of the man himself. As a matter of fact, we do not even know when he died or how he died. For some odd reason, there was no more mention of this great statesman after he put his ideals to the test. Where did he go? Did he pass away in 507 B.C.? Well, for now, it seems that the answers to both questions will forever remain a mystery!

Cleisthenes

Questions

- _____ 1. Which of the following about Cleisthenes is correct?
 - A. Cleisthenes was once a tyrant of Athens.
 - B. Cleisthenes' reforms helped to pave the way for democracy in Athens.
 - C. Cleisthenes was ostracized after he broke the promise and killed Cylon.
 - D. Cleisthenes used wealth to divide the society into ten tribes.

- _____ 2. What criteria did Cleisthenes use to set up different tribes?
 - A. a person's familial lineage
 - B. a person's race
 - C. a person's place of residence
 - D. a person's wealth

- _____ 3. How many *trittyes* did Cleisthenes establish for his reforms?
 - A. 10
 - B. 5
 - C. 50
 - D. 30

- _____ 4. Which of the following could become a member of the *Boule*?
 - A. an 18-year-old male citizen
 - B. a 35-year-old male citizen
 - C. a 50-year-old female citizen
 - D. a 40-year-old citizen regardless of gender

- _____ 5. What was the *Boule* also called before Cleisthenes rose to power?
 - A. The *Areopagus*
 - B. The Senate
 - C. The Council of Five Hundred
 - D. The Council of Four Hundred

- _____ 6. Who supposedly instituted the practice of ostracism?
 - A. Megacles
 - B. Cleisthenes
 - C. Isagoras
 - D. Pericles

Name: _____

- _____ 7. Up to how many times could a person serve on the *Boule*?
- A. four
 - B. two
 - C. one
 - D. three
- _____ 8. In Cleisthenes' restructuring of the Athenian society, what was the smallest unit?
- A. Region
 - B. *Trittys*
 - C. Tribe
 - D. *Deme*

ACTIVITY 1

CONNOTATION VS. DENOTATION INTRO

Name: _____

Connotation definition:

VS.

Denotation definition:

Words that have the same dictionary definitions can have different feelings associated with them.

Look at these words, for example:

Nosy

Curious

What is the denotation of these words? Write it below:

Which word has a positive connotation? Label it with a (+).

Which word has a negative connotation? Label it with a (-).

WORD SORT

Each word in the chart below can be paired with another word that has the same denotation (dictionary definition). Write each pair of words across from each other in the appropriate columns based on their connotations (positive or negative feelings).

thrifty	hyperactive	demand
riot	slender	smug
burly	stubborn	weird
cheap	determined	skinny
fat	unique	self-confident
rally	energetic	request

POSITIVE CONNOTATION	NEGATIVE CONNOTATION

Extension:

(3/10/20)

When we have the same volume (ml) of a material and the materials have a greater mass (g), we can prove that the material has a greater density.

Data: (Use this data chart with page 5) →

Density Equation:

$$D = \frac{M(g)}{V(ml)}$$

Liquid	Volume (ml)	Mass (g)	$\frac{M(g)}{V(ml)}$	D=g/ml
Red	20.0ml	20.0	$\frac{20.0}{20.0}$	1.0g/ml
Yellow	20.0ml	20.5	$\frac{20.5}{20}$	1.01 g/ml
Green	20.0ml	21.4	$\frac{21.4}{20}$	1.07g/ml
Blue	20.0 ml	24.0	$\frac{24.0}{20.0}$	1.2 g/ml

Claim / Evidence (How can liquids of different colors be layered?)

(Will be done in class 3/11/20)

~~_____~~

~~_____~~

~~_____~~

~~_____~~

CALCULATING DENSITY

Write the equation for calculating density here.

$$D = \frac{M(g)}{V(ml)}$$

*mass(g) divided by volume(ml)

Transfer the mass and volume data from the board into the table below. Calculate the density of the four solutions. Show your math work. Then solve the density problem at the bottom of the page.

Solution	Volume	Mass	Density
Red			
Green			
Yellow			
Blue			

Bianca and Joel mixed up a new salt solution and put in blue and red food coloring to make it purple. They then weighed 35 ml of the solution and found its mass to be 41 g. Where would the purple layer form if it were used with the four solutions above? Show your math.

Vol(ml)

Mass(g)

The density of the purple solution is _____

The purple solution would form a layer _____

3/10/20

Name: _____ Date: _____ Science 6 HOMEWORK

Response Sheet—Convection

Rico wanted to make a shake-up toy for his little sister.

He had some little plastic stars and leaves. His plan was to put the stars and leaves in a jar and fill it with liquid. When you shake the jar, everything swirls around together. Then the stars slowly float to the surface, and the leaves settle to the bottom.

Rico mixed up 500 cc of salt solution. He weighed it and found its mass to be 585g. Will his shake-up toy work the way he wants it to if he uses this salt solution? Why or why not?

Remember, 1 ml = 1 cc.

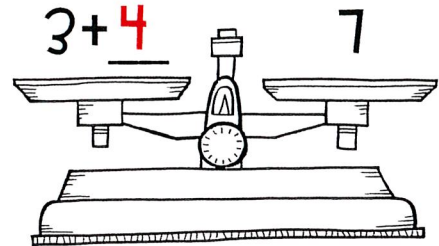
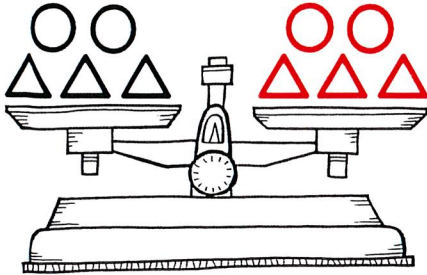
Show your math.

Object or material	Density
Stars	1.12 g/cc
Leaves	1.25 g/cc
Salt solution	

ONE-STEP EQUATIONS: ADDITION AND SUBTRACTION

Solving an equation is like balancing a scale:

Both sides must remain equal.

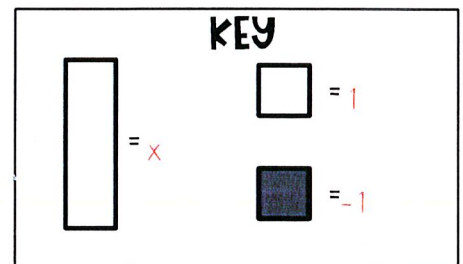
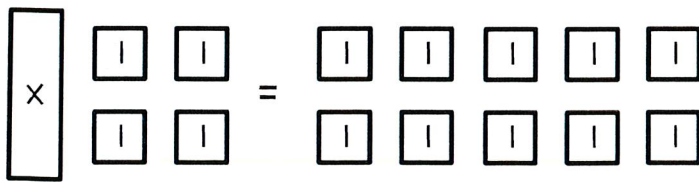


SOLVING ONE-STEP EQUATIONS

1. The variable must be alone or isolated on one side of the equation.
2. Isolate the variable by using inverse or opposite operations.
3. The equation must remain balanced.
4. Check your solution.

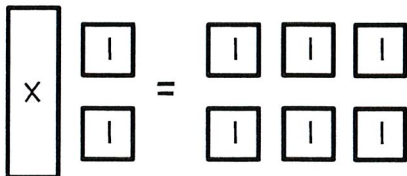
We can also use algebra tiles to represent the equation.

Use the key at right to write and solve the equation represented below.



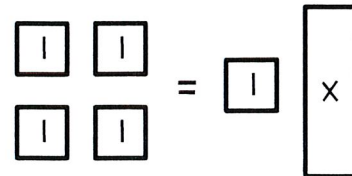
Equation: $x + 4 = 10$ Solution: $x = 6$

1. Write and solve the equation represented below.



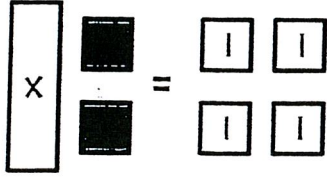
Equation: $x + 2 = 6$
Solution: $x = 4$

2. Write and solve the equation represented below.

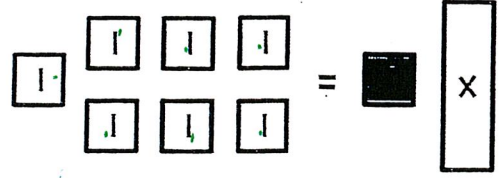


Equation: $4 = 1 + x$
Solution: $3 = x$

Now, try when subtraction is included.



$x - 2 = 4$
 $x = 6$



$7 = x - 1$
 $8 = x$

Solve the following one-step equations. Draw algebra tiles if needed, and then check your work.

I H B S C

<p>3.</p> $\begin{array}{r} x - 6 = 12 \\ +6 \quad +6 \\ \hline x = 18 \end{array}$ <p>$x = 18$</p> <p>✓ CHECK: $x - 6 = 12$ $18 - 6 = 12$ $12 = 12$ ✓</p>	<p>4.</p> $x + 5 = 11$ $x = 6$ <p>✓ CHECK:</p>	<p>5.</p> $\begin{array}{r} 3 + x = 7 \\ -3 \quad -3 \\ \hline x = 4 \end{array}$ <p>$x = 4$</p> <p>✓ CHECK: $3 + x = 7$ $3 + 4 = 7$ $7 = 7$ ✓</p>
<p>6.</p> $\begin{array}{r} 15 = x - 2 \\ +2 \quad +2 \\ \hline x = 17 \end{array}$ <p>$x = 17$</p> <p>✓ CHECK: $x - 2 = 15$ $17 - 2 = 15$ $15 = 15$ ✓</p>	<p>7.</p> $17 = x + 4$ $x = 13$ <p>✓ CHECK:</p>	<p>8.</p> $\begin{array}{r} x + 4 = 11 \\ -4 \quad -4 \\ \hline x = 7 \end{array}$ <p>$x = 7$</p> <p>✓ CHECK: $x + 4 = 11$ $7 + 4 = 11$ $11 = 11$ ✓</p>
<p>9.</p> $x - 3 = 12$ $x = 15$ <p>✓ CHECK:</p>	<p>10.</p> $32 = x - 8$ $x = 40$ <p>✓ CHECK:</p>	<p>Challenge!</p> $x - 8.5 = 16.1$ $x = 24.6$ <p>✓ CHECK:</p>

Summarize today's lesson:

ONE-STEP EQUATIONS: MULTIPLICATION AND DIVISION

Solving equations can also involve multiplication and division,
but the same rules apply.

Use the key at right to write and solve the equation below.

KEY

Equation: 3x = 12 Solution: x = 4

SOLVING ONE-STEP EQUATIONS

1. The variable must be alone or isolated on one side of the equation.
2. Isolate the variable by using inverse or opposite operations.
3. The equation must remain balanced.
4. Check your work.

Use your understanding of solving equations to write and solve the equations represented below.

1.

Equation: 2x = 6

Solution: x = 3

✓ CHECK:

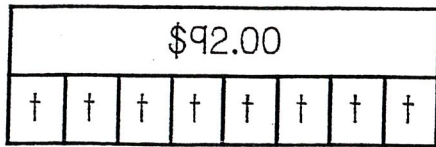
2.

Equation: 2 = 4x

Solution: x = 1/2

✓ CHECK:

Use the model below to write an equation and then solve.



Equation: $92 = 8t$ or $\frac{92}{t} = 8$
 $t = 11.50$

Solve the following one-step equations. Draw algebra tiles if needed, and then check your work.

I
B
S
C

<p>1.</p> $\frac{3x}{3} = \frac{12}{3}$ $x = 4$ <p>✓ CHECK: $3x = 12$ $3(4) = 12$ $12 = 12$ ✓</p>	<p>2.</p> $\frac{x}{2} = 28$ $x = 56$ <p>✓ CHECK: $\frac{x}{2} = 28$ $\frac{56}{2} = 28$ $28 = 28$ ✓</p>	<p>3.</p> $\frac{8x}{8} = \frac{4}{8}$ $x = .5$ <p>✓ CHECK: $8x = 4$ $8(.5) = 4$ $4 = 4$ ✓</p>
<p>4.</p> $\frac{75}{5} = \frac{5x}{5}$ $x = 15$ <p>✓ CHECK: $75 = 5x$ $75 = 5(15)$ $75 = 75$ ✓</p>	<p>5.</p> $12 = \frac{x}{4}$ $x = 48$ <p>✓ CHECK: $12 = \frac{x}{4}$ $12 = \frac{48}{4}$ $12 = 12$ ✓</p>	<p>6.</p> $15x = 105$ $x = 7$ <p>✓ CHECK:</p>
<p>7.</p> $\frac{x}{7} = 4$ $x = 28$ <p>✓ CHECK:</p>	<p>8.</p> $30 = 2.5x$ $x = 12$ <p>✓ CHECK:</p>	<p>9.</p> $12x = 69.6$ $x = 5.8$ <p>✓ CHECK:</p>

Summarize today's lesson:

Name _____

Date _____

HOMEWORK: ONE STEP EQUATIONS

You must show your work to get credit. You MUST follow the steps shown/taught in your math notes.

You MUST check your answers.

1. $x - 10 = 12$

Check:

2. $10 + c = 25$

Check:

3. $34 = f - 16$

Check:

4. $2x = 16$

Check:

5. $\frac{k}{2} = 6$

Check:

6. $7 = \frac{p}{5}$

Check:

