

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

Name: _____ Date: November 12, 2019

<p>Math:</p> <p>Kahoot Review</p> <p>Benchmark Tuesday Wed - Thurs.</p>
<p>Social Studies:</p> <ul style="list-style-type: none">- Egypt Minecraft - HW : Hieroglyphics
<p>ELA:</p> <p>Daily Warm Up</p> <p>Independent Reading Selections</p> <p>1- Pager Assignment</p> <p>Hw: Article of the Week Due 11/15/19</p>
<p>Science</p> <ul style="list-style-type: none">- NEW "FORCE + MOTION NB #1"Pages 1-3- NO HW
<p>Computer Apps/ Technology</p>

Name: _____

Hieroglyphics

Ancient Egyptians wrote using symbols. They did not use letters and words. This kind of writing is called hieroglyphics (hye-ruh-GLIF-iks). Each picture or symbol stood for a sound or an object. There were seven hundred or more symbols. Straight lines like tally marks were used for the numbers from one to nine. The number ten looked like an upside down "U". The symbols were written on a kind of paper made from reeds. This paper was called papyrus. Reeds were used like pencils. Each reed was sharpened to a point. Then it was dipped in ink and used to draw the symbols on papyrus. Ink was made from burned wood or soot. Hieroglyphics were found inside the pyramids. Some were painted on the walls. Some were carved on stone slabs. This kind of writing is five thousand years old! It is one of the oldest kinds of writing in the world.



Hieroglyphics

Questions

1. Ancient Egyptians wrote using _____.

_____ 2. About how many symbols made up the Egyptian writing system known as hieroglyphics?

- A. more than 700
- B. more than 300
- C. more than 500
- D. more than 100

_____ 3. Numbers from one to nine were symbols like _____.

- A. dots
- B. zeros
- C. tally marks
- D. the letter U

_____ 4. Which of these best states the main idea of this story?

- A. Ancient Egyptians wrote using pictures and symbols.
- B. The symbols were written on a kind of paper made from reeds.
- C. This form of writing is five thousand years old!
- D. There were more than seven hundred hieroglyphs.

Name: _____

- _____ 5. Ancient Egyptians used the same alphabet that we use today.
- A. false
 - B. true

Name _____

Class Period _____

ELA 6 WARM UP

Week of 11/12/19

Be a learner not a finisher.

Monday Mistakes

No School – Veteran’s Day

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: respected	Definition: admired; looked up to
Sentence: _____ _____ _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

“Make friends before you need them.” - Unknown

Write 2 to 3 sentences explaining what this quotation means.

Friday Free Write

Write an example of a metaphor. (A metaphor compares two unlike things by saying one thing is the other. Example: The classroom was a zoo.)

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



MAKE BELIEVE

11. **A tale.**
Change 2 letters.

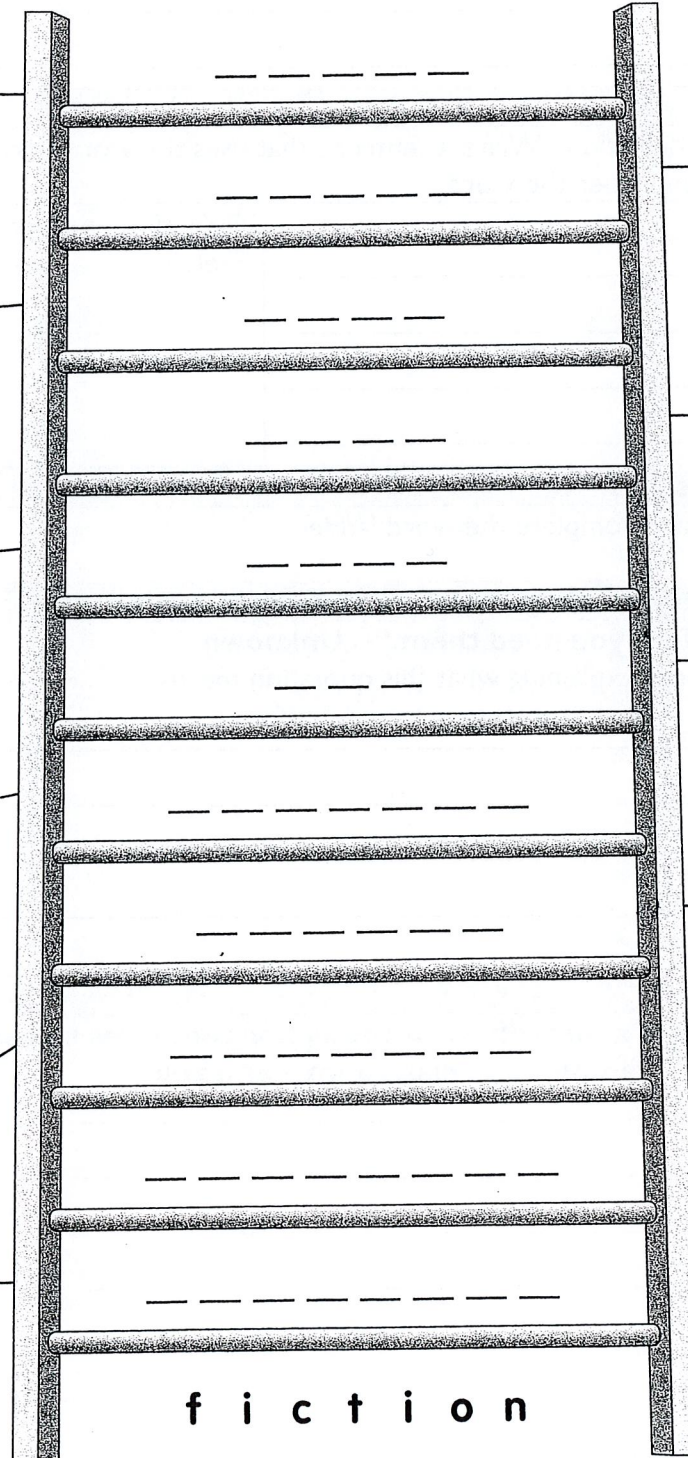
9. **What you wear
on your foot for
protection.**
Change 1 letter.

7. **To close.**
Take away the first
letter, then add 2.

5. **Care taken to avoid
danger.**
Rearrange the first 2
letters, then add
a vowel.

★ 3. **A small group
within a larger
group.**
Take away 1 letter.

1. **A conflict, or clash
of wills.**
Add 1 letter.
Start Here



10. **Land along the
edge of the ocean.**
Add 1 letter.

8. **I _____ an arrow
from my bow.**
Change 1 letter.

6. **To divide with a
sharp instrument.**
Take away 4 letters.

4. **The state of
doing something.**
Take away 1
letter.

2. **A part of a
whole, used in
math.**
Change 1 letter.

A _____ is often a work of _____, meaning that it is imagined or made up.

Name: _____

Class: _____

A Flag That Honors War Veterans

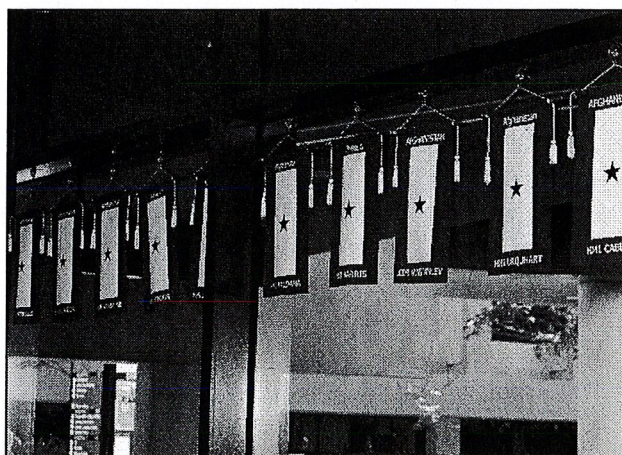
An Army captain invented a symbol for his sons that everyone could see.

By Shawn E. Hanscom
2016

In this informational text, Shawn E. Hanscom discusses how the first Service Flag was created and how it honors soldiers in war. As you read, take notes on what the Service Flag represents to those who display it.

- [1] When his two sons were fighting in France during World War I, Army captain Robert L. Queisser knew he wanted to come up with a visible symbol that would honor them. He decided a flag that was simple in design and easy to make would be perfect. The flag would have a white rectangular background with a wide red border and a blue star to represent a soldier.

"I wanted it to be a comfort, not only to my wife, but to all mothers whose sons or daughters were in the service," said Captain Queisser.



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The Queissers' homemade flag had two blue stars, one for Charles and one for Robert Jr. When the flag was hung inside their front window, the message was clear: two members of this household had left to serve in the Great War. In the Queissers' hometown of Cleveland, Ohio, the Service Flag quickly became the unofficial symbol for parents with a child in the military. The city officially adopted the Service Flag in June of 1917. Soon, the message spread, and wives, mothers, grandparents, and children across America became busy sewing flags.

A National Symbol

The Service Flag made its way to Washington, D.C. In September of 1917, an Ohio congressman announced to the U.S. House of Representatives, "The mayor of Cleveland... and the Governor of Ohio [have] adopted this service flag. The world should know of those who give so much for liberty. The dearest thing in all the world to a father and mother are their children."

- [5] Captain Queisser soon applied for a patent¹ on his flag design, which was granted in early November of 1917. The Service Flag was now a national symbol of honor and pride for families with members in the Armed Forces.

1. an official document that protects a creator's invention

It didn't take long for the symbol to expand its meaning. In 1918, when the names of the men and women who died in the war became known, grief replaced hope. Families covered the blue star with a gold one. The flag now had a different message: a member of this house has made the ultimate sacrifice with his or her life during the war.

The gold star is slightly smaller than the blue one underneath, so it appears that the gold star has a blue border. If there are multiple stars on a flag, the gold one is placed in the top position.

When World War I ended in 1918, these symbols of pride and sacrifice were put away. In the 1940s, after the U.S. entered World War II, the flag made a national reappearance, with more homes displaying it than ever before.

The Flag Today

In the wars after World War II, the flag was not as popular. It wasn't until the country's involvement in the Middle East that this changed. On April 11, 2003, the 108th Congress made a declaration² that "encourages the families of members of the Armed Forces to proudly display the Blue Star Flag or, if their loved one has made the ultimate sacrifice, the Gold Star."

[10] It all started with one flag in one window. But 100 years later, the need that Captain and Mrs. Queisser had to honor their sons hasn't diminished. The flags remind us that these soldiers are true American heroes, and we honor and thank them all.

Text-Dependent Questions

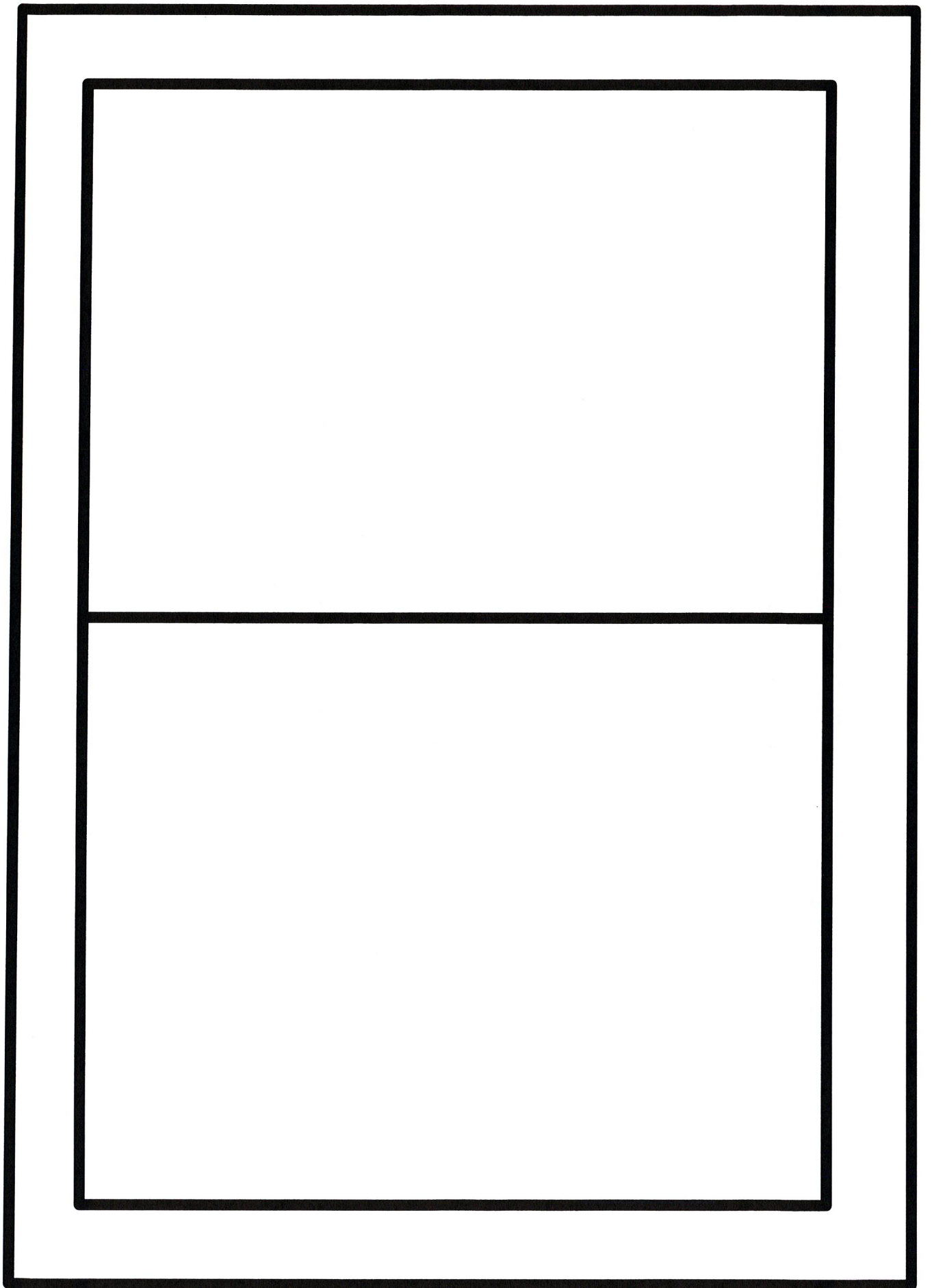
Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. Captain Queisser developed a Service Flag hoping that he would eventually be able to patent and sell it.
 - B. As people's support for the war diminished, there were fewer Service Flags displayed in windows.
 - C. Captain Queisser's decision to display a flag for his children in the service has evolved into a widely practiced tradition in America.
 - D. As displaying Service Flags became more popular, even Americans who didn't have children in the army started displaying them.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Captain Queisser soon applied for a patent on his flag design, which was granted in early November of 1917." (Paragraph 5)
 - B. "In 1918, when the names of the men and women who died in the war became known, grief replaced hope." (Paragraph 6)
 - C. "In the wars after World War II, the flag was not as popular. It wasn't until the country's involvement in the Middle East that this changed." (Paragraph 9)
 - D. "It all started with one flag in one window. But 100 years later, the need that Captain and Mrs. Queisser had to honor their sons hasn't diminished." (Paragraph 10)

3. How does paragraph 4 contribute to the development of ideas in the text?
 - A. It shows how the Service Flag took on national significance.
 - B. It explains why people began displaying Service Flags in their windows.
 - C. It shows how the meaning of the Service Flag changed.
 - D. It describes how the Service Flag evolved over time.

4. Which of the following describes the author's purpose in the text?
 - A. to prove that the use of the Service Flag has diminished
 - B. to encourage people to continue using the Service Flag
 - C. to explain how the Service Flag became a symbol in America
 - D. to show how Americans are affected by war



Name: _____

Period: _____

Title and author	
2 – 3 significant quotes	An illustration of a key scene/moment in the text.
	Choose a word that was interesting or unfamiliar to you. Write its definition, use it in an original sentence, and illustrate it.
2 – 3 significant quotes	

You will be using both visual symbols and important words to share your text with your classmates.

You may also add other symbols, drawings, and words that represent the reading as you wish.

- _____ Title and Author (2 pts)
- _____ Illustration of key scene/moment (1 pts)
- _____ Vocabulary Word (3 pts)
- _____ 2- 3 Significant Quotes (2 pts)
- _____ Neatness/Presentation (2 pts)
- _____ Total

STEM Science Notebook



Electromagnetic Force Investigation 1

Big Question: How are force and motion related?

Name: _____ Team# _____ Period: _____

Team Roles:

Name	Role	Job
	Team Leader/Starter: Make sure everyone takes a turn; Keep the group on task; be sure everyone contributes.	Agenda Checker: Be sure everyone has written in their agenda within first two minutes.
	Materials Manager: Gets materials; returns materials (cleaned/dried by team); makes sure team has and uses materials properly.	Time Keeper: Helps team leader keep the group on task. Records time; watches clock; Remind group to get out pencil, colored pencil, etc.
	Recorder: collects (team) data as it happens and makes sure everyone has it recorded in their NB.	Paper Passer: picks up and hands in assignments. Reminds team to get HW on desk; helps check as needed.
	Reporter /connector: shares / reads group data to class; reminds others to explain & add to what others say	Notebook Getter: Gets and returns group NB; makes sure NB's are neat, being kept up by peers, helps absent students catch up (with recorder)

When tables are apart/ in pairs:

Team Leader.... Materials Manager (shoulder partners)

Reporter Recorder (shoulder partners)

TL	MM
REP	REC

TL	MM
REP	REC

Part 1

Warm-up: Electromagnetic Force Date: _____

1. What moves? What makes things move?

List things that move...	Explain what makes things move.

2. A soccer ball is sitting on the ground. What, if any, forces are acting on the ball when it is sitting on the ground?



3. A player kicks the ball, and it rolls along the ground. What, if any, forces are acting on the ball when it is kicked, rolls, and finally stops?

Kicked	Rolls	Stops



Focus Question: What makes things move?

Pushes and Pulls A

Part 1: Pushing and pulling different masses

You will need one spring scale, three loads, a rubber band, and a plastic mat. Use a rubber band to bind three loads together before pulling them.

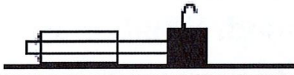
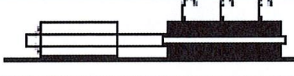
1. How much force in newtons does it take to **push** these masses?

		Trial 1	Trial 2	Trial 3	Average
1 load					
3 loads					

Predict the force required to push 2 loads. _____

What force was needed to push 2 loads? _____

2. How much force in newtons does it take to **pull** these masses?

		Trial 1	Trial 2	Trial 3	Average
1 load					
3 loads					

Predict the force required to pull 2 loads. _____

What force was needed to pull 2 loads? _____

3. What is the relationship between the mass of an object and the force needed to slide it across a surface?
