

Cohen Middle School
100 Robinwood Avenue
Elmira Heights, NY 14903
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Name: _____ Date: November 18, 2019 _____

Math:

Intro to Ratios

notes p 49 & 50 homework wk sheet.

Social Studies:

- Minecraft Egypt

HW: Mummies

ELA:

Daily Warm-up

Planning / 1st Draft / Revision / Narrative

HW: Article of the Week Due 11-22-19 / Test Corrections

Science

① Finish pages 1-9

a) Pushes + Pulls © (pg 8)

b) notes p 9

② Content / notes page 22

Computer Apps/ Technology

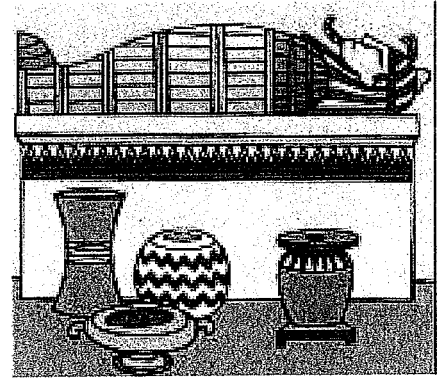
Name: _____

Mummies

The ancient Egyptians had a very interesting take on death.

They believed that when a person died, his or her spirit would travel west to the Duat (land of the dead) to face a nerve-racking test called "weighing of the heart." The test was carried out every evening in the Judgment Hall of Osiris for all who had died

that day. During the excruciating test, each spirit was summoned forward to see Osiris, lord of the dead, and to make its final pleas. After a lengthy testimony of good deeds and law-abiding behaviors, the spirit rested its case and let Anubis, a jackal-headed god, weigh the deceased's heart against the Feather of Truth.



If the heart was heavier than the Feather of Truth, it meant the spirit had lied. It meant the deceased had not been the great person the spirit claimed to be. The heart would be devoured by Ammut, a monstrous god, in the blink of an eye. The spirit would be condemned to hell.

If the heart was lighter than the Feather of Truth, it meant the spirit had not lied. It meant the deceased had indeed been the honest person the spirit portrayed. The heart would be saved. The deceased would be reborn and granted the opportunity to live in heaven - the Field of Reeds - provided that his or her body was not destroyed.

The ancient Egyptians believed that a person's body was the home of the person's spirit. Without the body, the spirit would have no place to live. Without the body, the deceased could not be reborn and could not live in the Field of Reeds. To avoid such horrifying and disastrous consequences, the ancient Egyptians came up with a great solution more than 5,000 years ago -- they turned the dead into mummies!

A mummy is a body of a person (or an animal) that has been preserved after death. Sometimes, mummies were formed naturally if the burial ground happened to be too dry or too oxygen-deprived to make the body decay. Other times, this was carried out intentionally, as was the case for the Egyptians and the Incas.

Making mummies was not an easy task, and no civilization in the world could have done it better than the ancient Egyptians. Over the course of thousands of years, the Egyptians perfected their embalming techniques. They could produce a beautiful mummy in 70 days! To begin, a team of embalmers placed a deceased's naked, ritually cleansed body on a flat table. This table was not an ordinary table. It was especially designed for mummification, as its surface was slightly sloped to allow liquid to flow and fall to a bowl on the ground. The head of the body was always at the table's higher end. Before proceeding to the next step, the chief embalmer put on a jackal mask so he could assert the role of Anubis. Anubis was the god of mummification. The team used ritual knives to draw out the deceased's brain through the nostrils and removed all the internal organs but the heart and the kidneys through an

Name: _____

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incision cut on the abdomen. The embalmers would not touch the heart, for it was considered home of the deceased's personality, emotions, and intelligence. They would also not touch the kidneys, for they might be considered either of little importance or too difficult to retrieve.

As the "surgery" came to its conclusion, the embalmers examined all the contents taken out and kept only the deceased's stomach, intestines, liver, and lungs. They packed the four organs, along with the body itself, with natron. Natron was a kind of natural salt, perfect for absorbing bodily fluids. The embalmers used it to dry out the four organs and the body so they would not decay. The entire drying process was the longest part of mummification. It took about 40 days. Upon its completion, the embalmers wrapped the four organs in linens and placed them in four separate jars. Those jars, often depicted with images of gods, were called canopic jars.

After the organs were taken care of, the embalmers began embellishing the body. They stuffed it with things like linens and sawdust in order to give the empty, hollow shape a life-like appearance. They massaged it with oil and perfume to make the dried skin supple and smell nice. They poured melted pine resin over it to stop it from going moldy. They placed a plate bearing the sacred symbol of the protective eye of Horus over the incision cut on the abdomen to cover the wound and to ward off evil. They put wigs on the deceased's head and drew make-up on the face. Once they finished dressing up the body, they laid out lots of linens. They wrapped the head, fingers, toes, arms, and legs first, followed by the torso. They used resin as an adhesive and bandaged the whole body in as many as twenty layers. They placed numerous amulets and spells in between the layers and covered the head with a mummy mask. After the last layer of bandaging was done, they waterproofed it by pouring one last coating of resin over it. They then put the mummy into a mummy case and set out to the burial ground.

At the site of the tomb, right before the funeral, one person from the embalming team held the mummy case upright, while the others tapped it on the face with sacred tools. The ritual, known as "opening of the mouth", was believed to allow the mummy to see, hear, eat, and drink in its afterlife. Once that was over, the mummy case and the canopic jars were placed inside the tomb. The embalmers were now ready for their next client!

Mummies

Questions

- _____ 1. Which of the following about mummies is correct?
 - A. Egyptian mummies were naturally made.
 - B. Egyptian mummies were wrapped in a single layer of cotton.
 - C. Mummies could only be found in Egypt.
 - D. Like the Egyptians, the Incas also made mummies.

- _____ 2. What did the ancient Egyptians use to dry out the body during mummification?
 - A. natron
 - B. baking soda
 - C. resin
 - D. flour

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- _____ 3. According to Egyptian legends, who was lord of the dead?
- A. Anubis
 - B. Ammut
 - C. Isis
 - D. Osiris
- _____ 4. Which of the following organs did the ancient Egyptians consider to be home of a person's intelligence?
- A. lungs
 - B. stomach
 - C. heart
 - D. brain
- _____ 5. During mummification, which of the following steps would take place first?
- A. removing the deceased's lungs
 - B. bandaging the deceased's body
 - C. putting a wig on the deceased's head
 - D. massaging the deceased's skin with oil and perfume
- _____ 6. What was the ritual that the Egyptian embalmers did right before a funeral?
- A. opening of the nose
 - B. opening of the eyes
 - C. opening of the mouth
 - D. opening of the ears
- _____ 7. Who was the Egyptian god of mummification?
- A. Apophis
 - B. Ammut
 - C. Anubis
 - D. Osiris
- _____ 8. Which of the following organs can we NOT find in a canopic jar?
- A. liver
 - B. intestines
 - C. kidneys
 - D. stomach
- _____ 9. Why did the ancient Egyptians make mummies?
- A. because they had so many linens that they needed to find a way to use them
 - B. because they believed that the only way to get rid of a person's spirit was to preserve his or her body
 - C. because they believed that a person could not be reborn if his or her body was destroyed
 - D. because they wanted to scare bad children straight
- _____ 10. Which of the following is true about the way an Egyptian mummy was made?
- A. An Egyptian mummy had no internal organs inside.
 - B. An Egyptian mummy had the protective eye of Horus drawn on its head.
 - C. An Egyptian mummy was made while the person was still alive.
 - D. An Egyptian mummy was wrapped in several layers of linens.

Summary Chart for Pushes and Pulls: Activity C

Cause and Effect What did we notice?	Explanation Why did this happen?
	<ul style="list-style-type: none">● An object will start to move when acted upon by a force (push or pull)■ When two forces move in the SAME direction, the forces (N) add together.● When two equal forces push toward the object, the forces cancel each other out (balance/rest)● unbalanced forces can change the object's direction

■ **A force is an interaction (push / pull)**

■ **An object at rest stays at rest, and an object in motion stays in motion until acted on by another force**

■ **For every action, there is an equal and opposite reaction**

Name _____

Class Period _____

ELA 6 WARM UP

Week of 11/18/19

Be a learner not a finisher.

Monday Mistakes

Correct the sentence and rewrite it below: Be careful not to misspell your name on the entry form for the Spelling Bee. (1 spelling mistake, 2 capitalization errors)

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: grateful	Definition: feeling or show gratitude; thankful
Sentence: _____ _____ _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

“Piglet noticed that even though he had a Very Small Heart, it could hold a rather large amount of Gratitude” – Piglet “Winnie the Pooh” A.A. Milne

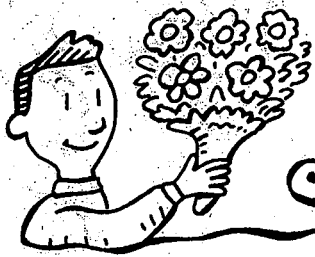
Write 2 to 3 sentences explaining what this quotation means.

Friday Free Write

Write a sentence with an example of onomatopoeia. (Onomatopoeia are words that sound like their meaning. Examples: splash, bang)

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



Giving Thanks



Another word for grateful.
Take away the first two letters, then add five.

Very bad.
Take away the last two letters, then add three.

You move _____ from a place, person, or thing.
Take away three letters.

A brief vacation, as in "a weekend _____."
Rearrange two letters.

An opening for something.
A starting place.
Add three letters to the end.

A door on a fence.
Take away one letter.

To shred food like cheese into small pieces.
Take away three letters.

g r a t e f u l

Article of the Week


Name _____

Due: November 22, 2019

Period _____

Directions: After **reading** the attached article, **answer** the following questions. Remember to use the RACE strategy (Restate, Answer, Cite, and Explain) and provide 1 detail from the article.

Why is it important to the story that James decides to eat at the kids' table?

- R** re-state the question 
- A** answer all parts of the question
- C** cite the text
- E** explain how your citation supports your answer

RACE Rubric for Short Answer Questions

	4	3	2	1
<p>R</p> <p>Restate the Question</p>	Restated the question completely	Restated almost all parts of the question	Attempted to restate the question, but was unsuccessful	Did not restate the question at all
<p>A</p> <p>Answer the Question</p>	Considered all parts of the question and answered each part accurately	Considered all parts of the question but had only partial accuracy	Missed part of the question	Did not answer the question at all
<p>C</p> <p>Cite evidence from the text</p>	Properly cited adequate evidence from the text that supported the answer	Cited evidence loosely related to the answer	Evidence used was either not relate to the question, or not correctly cited	No evidence from the text was used
<p>E</p> <p>Elaborate - Make connections - Explain further</p>	Made a connection with the text and clearly explained its relationship to the question	Made a connection to the text, but was unable to explain its relationship to the text clearly	Attempted to make a connection to the text, but the relationship was weak	Did not make a connection to the text at all; element was not present

R: _____ A: _____ C: _____ E: _____ Total: _____ / 4 = Final Score: _____

Name: _____ Class: _____

The Kids' Table

By Anita Celli
2010

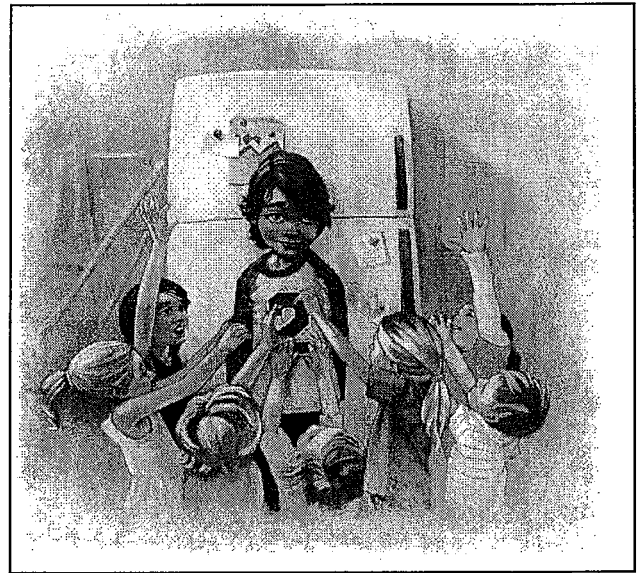
Anita Celli has written for Highlights. In this short story, a boy doesn't want to sit at the kids' table for Thanksgiving. As you read, take notes on when James feels grown up.

- [1] James was exhausted.¹ Twenty-two people, including seven kids under age six, were crowded into his family's house for Thanksgiving.

"Jimmy! Jimmy!" called a little voice.

Oh no! Three-year-old Cara had found James's hiding spot, behind the sofa in the basement.

They weren't playing hide-and-seek. James was just trying to catch his breath. All day, he'd been grabbed and thumped by little cousins who thought he was a climbing gym. Cara now leaped onto James. He stood up and shifted Cara onto his back. She squealed and held tightly to his neck as he trudged² up the steps with her. James emerged in the kitchen where his mother, grandmother, an aunt, and two uncles were getting dinner ready.



"I want a piggyback too!" by Craig Stapley is used with permission.

- [5] "OK, time to let go. You're choking me," James gasped as he set Cara on the floor.

Suddenly, Mario, Dana, Kyle, Sean, Franny, and Lisa stormed into the kitchen, shouting. "I want a piggyback, too!" "No, it's my turn!"

James backed up against the refrigerator and shot a pleading look toward his mother.

"OK, kiddos," said Mom, taking the hint, "go wash your hands. It's almost time for dinner, and Jimmy needs to help me."

"Awww," whined the seven kids. Mom shooed them out. Aunt Brenda followed to make sure they found the bathroom.

- [10] "No rest for the main attraction, eh?" Mom ruffled James's hair. James ducked. He hated being treated like a little kid. He was almost as tall as his mom, after all. Mom handed him a stack of plastic plates. "Here, take these to the kids' table."

1. **Exhausted (adjective):** very tired
2. **Trudge (verb):** to walk slowly and with heavy steps

The kids' table. He'd forgotten that he would be eating with the babies, separate from the adults. He hoped the kids would be too hungry to bother him. As soon as he set down the last plate, the band of munchkins³ charged back into the room.

Fortunately, Aunt Brenda saved him. "No, it's not time to play with Jimmy! Find a chair and sit down."

James sighed and started, looking for an empty chair when his mom patted his shoulder. "Maybe you'd like to sit with the adults this year," she said. "I saved you a place next to Dad."

It was Thanksgiving, but to James it suddenly felt like his birthday. The adults' table! No squealing, no soda spilled on his lap, no grubby⁴ fingers stealing his corn bread. James sat next to his father, too happy to speak.

- [15] As the adults passed around the steaming dishes, James looked over at the little kids. They were unusually quiet, just picking at their food. The conversation around James centered on electric bills, how to repair a roof, and what to do with leftovers. He took a piece of turkey and peeked back at the kids' table, just in time to see Sean steal Cara's juice.

"Hey!" She grabbed it back.

"I don't have anything to drink!" Sean wailed.

"That's enough juice!" Aunt Brenda scolded.⁵

"Eat your turkey."

- [20] James' plate was full. He glanced at the kids, glad to be away from their silliness, and saw Sean poke Cara. Cara poked him back, and Sean started to cry. Before he realized what he was doing, James grabbed his plate, jumped up, and strode to the kids' table. "Hey!"

The children looked at James, surprised and excited. "Did you hear about the giant squirrel that pounded on the door this morning?" James asked.

They stared at him, wide-eyed.

"It was as big as a dog and demanded that we hand over Aunt Brenda's special walnut stuffing," James said.

"Did you give it to him?" asked Sean. All the kids hoped so. Aunt Brenda was wonderful, but her walnut stuffing? They wouldn't go near it.

- [25] "I almost got the pan to the door, but Aunt Brenda made me put it back," James said. He pulled over a chair and sat down.

"Awww," the children cried.

3. a child or short person

4. **Grubby** (*adjective*): dirty

5. **Scold** (*verb*): to speak to someone angrily because you don't approve of their behavior

But one by one, they picked up their forks and began to eat. James continued, "I told him to come back later, that I was sure we'd have a lot left over."

"I can hear you, you know," called Aunt Brenda.

"We were just saying how the squirrel..." James pretended to explain, then clamped a hand over his mouth. He winked at the kids before continuing loudly, "I mean, we love your stuffing, Auntie Brenda."

[30] The children giggled and ate. Some of them even tried the walnut stuffing. A few of them discovered that they liked it!

James wasn't sure how he'd ended up back at the kids' table. He'd just felt needed somehow. Mom walked by and ruffled his hair. This time, it made him feel grown up.

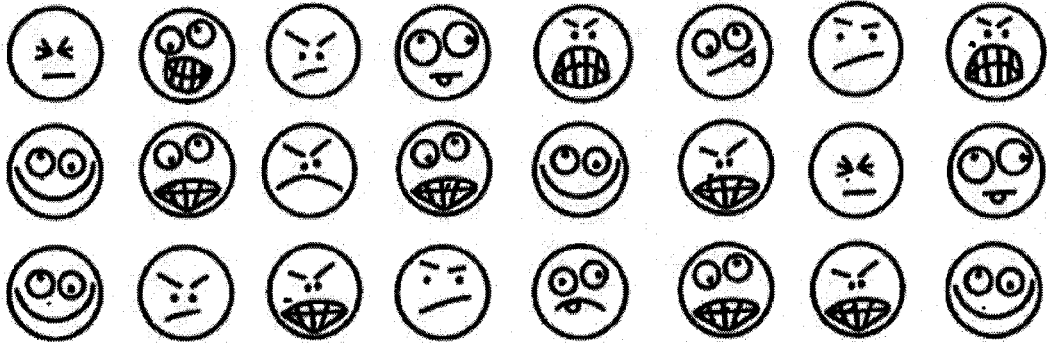
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INTRO TO RATIOS

A ratio is a Comparison of 2 numbers. It can be written 3 different ways.

Use the pictures below to practice writing ratios.



⁹ TEETH TO NO TEETH $\frac{9}{15}$, 9:15, 9 to 15	¹⁵ SMILES TO TOTAL $\frac{4}{24}$, 4 to 24, $\frac{1}{6}$	TONGUE TO TOTAL	ANGRY TO SMILES
¹² BIG EYES TO TEETH $\frac{12}{9}$, 12:9, 12 to 9	SMILES TO TONGUE	SILLY FACE TO ANGRY FACE	TINY EYES TO NO SMILE

The order in which you write the ratio is important to the meaning.

TEETH TO NO TEETH: 9:15 vs. **NO TEETH TO TEETH:** 15:9

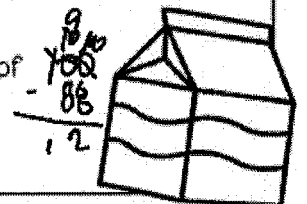
1. In the lunch room, there were 100 chocolate milk cartons at lunch. When lunch was over, 88 had been purchased.

a. What is the ratio of the number of milk cartons purchased to the total number of milk cartons?

part - $\frac{88}{100}$, 88 to 100, 88:100
whole -

b. What is the ratio of the number of milk cartons remaining to the number of milk cartons purchased?

$\frac{12}{88}$





Pictures in class
GALLERY WALK

1. _____

Word description _____

2. _____

Word description _____

3. $\overset{p}{3} : \overset{r}{3}$ $\overset{p}{3} : \overset{r}{3}$ $\overset{p}{3} \text{ to } \overset{r}{3}$ Starbursts

Word description There are 3 pink starbursts

for every 3 red ones. part to part

4. _____

Word description _____

5. $\overset{\text{Kneeling}}{2} : \overset{\text{Sitting}}{8}$ $\frac{2}{8}$ $2 \text{ to } 8$ Students

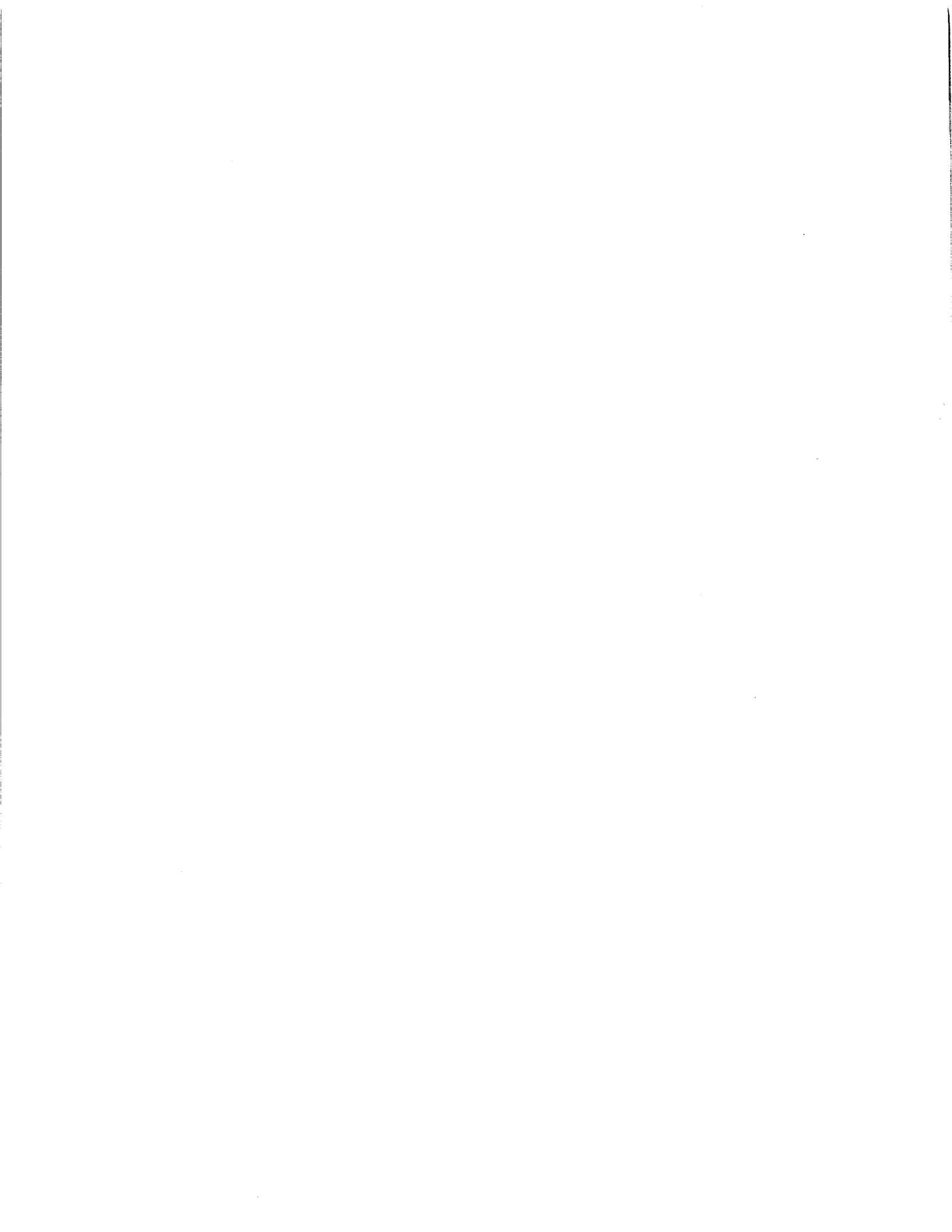
Word description There are 2 Kneeling Students

out of every 8 total students part to whole

6. _____

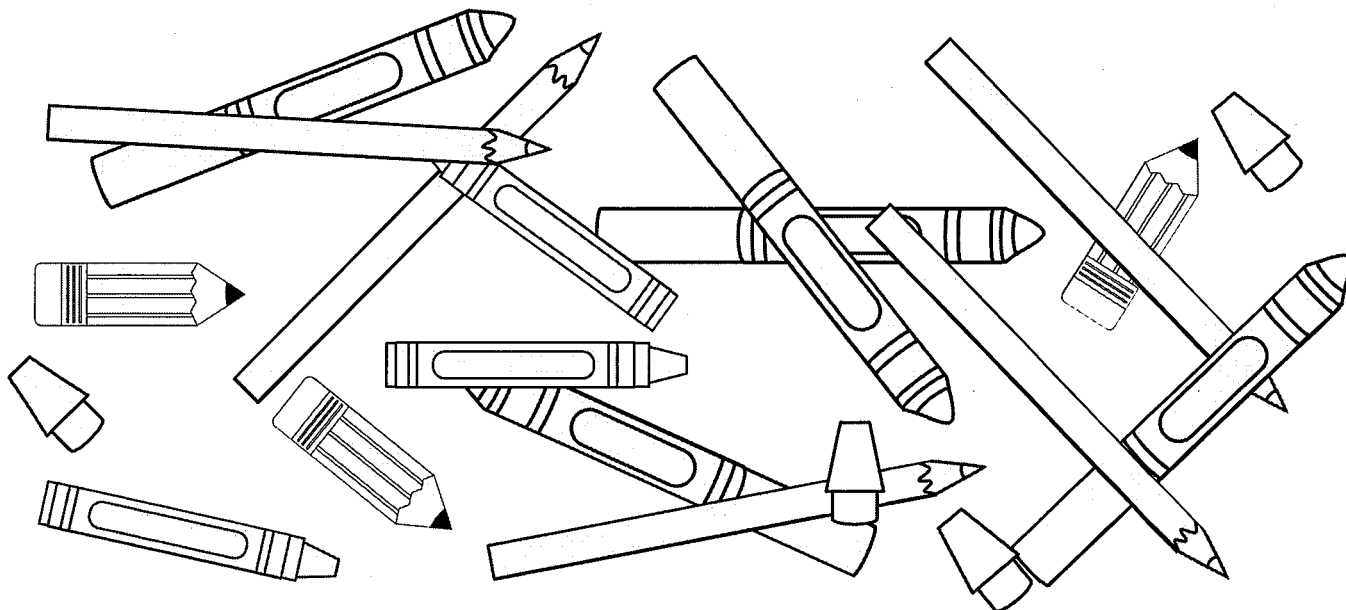
Word description _____

Kids



INTRO TO RATIOS

1. Use the pictures of school supplies below to practice writing ratios.



PENCILS TO COLORED PENCILS	MARKERS TO ERASERS	CRAYONS TO SCHOOL SUPPLIES	ERASERS TO PENCILS
WRITING UTENSILS TO SCHOOL SUPPLIES	COLORED PENCILS TO MARKERS	CRAYONS TO ERASERS	MARKERS TO PENCILS

Answer the following questions. Be sure to justify your response.

<p>2. At the ice cream shop, there are 14 shakes sold for every 6 malts. What is the ratio of malts to shakes?</p>	<p>3. Eight out of ten dentists prefer Crest toothpaste. What is the ratio of dentists who do not prefer Crest to those who do?</p>	<p>4. An animal shelter currently only has 30 dogs and 20 cats. What is the ratio of cats to animals?</p>
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