

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

Name: _____ Date: October 10, 2019

Math: Dividing Decimals by decimals

notes hmwk Dec. operations review / Quiz Fri

Social Studies:

- Sumerian Culture

HW : Gilgamesh

ELA:

Daily Warm Up
Declaration of the Rights of the Child
Text Questions

Science

- ① Read "What is a Trolley?"
Answer Q's
 - ② Watch Bill Nye "FLIGHT" VIDEO
ANSWER Q'S
 - ③ HW = Entry Survey (variables) BOTH SIDES
- Handin

Computer Apps/ Technology

Name: _____

Date: _____



Gilgamesh

The Epic of Gilgamesh is among the earliest known works of literature. An epic is a long poem that tells the story of legendary or heroic people or gods. Like most epics, the first stories of Gilgamesh began as oral stories handed down by word of mouth. Hundreds of years after the poets first spoke of Gilgamesh, the legends were collected and recorded on clay tablets.

The story takes place about nearly five thousand years ago. Gilgamesh was the king of the wealthy city of Uruk. He king was strong and handsome, but he was also cruel. Gilgamesh forced the people of Uruk to build him great palaces. He also made his subjects live in constant fear. When the people of Uruk begged the gods for help, they led Enkidu to Uruk. Enkidu was also big and strong, but he was wild and ignorant of the ways of civilized people. Enkidu was raised in the forest where he lived with the animals. When Enkidu learned of Gilgamesh's cruelty, the wild man challenged the mighty king to fight. As the two powerful men battled, they realized they admired one another; so instead of remaining enemies, they became inseparable friends.

The unlikely pair left Uruk to embark on many adventures. Gilgamesh and Enkidu entered the forbidden Cedar Forest where the gods lived, but they soon faced a grotesque monster named Humbaba.

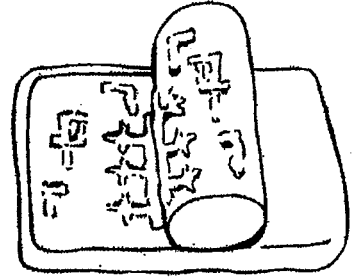
"in order to protect the Cedar Forest [the gods] assigned Humbaba as a terror to human beings; Humbaba's roar is a flood, his mouth is fire, and his breath is death!"

When Gilgamesh and Enkidu use tricked the beast, the powers of Humbaba were spread over the lands of Sumer.

Gilgamesh displeased the goddess Ishtar, so she sent the fearsome Bull of Heaven to destroy the crops of the Sumerian farmers. Gilgamesh and Enkidu killed the bull. This enraged the gods, so they caused Enkidu to fall ill and die.

*This is a higher order learning question. You must answer the question to the best of your ability, but any reasonable

Gilgamesh was heartbroken by the death of his friend. The king also feared that one day he would also die, so Gilgamesh began to search for the secret of eternal life. One version of the epic describes a terrible flood that covered the earth many years before the time of Gilgamesh. Gilgamesh went on a long journey to meet Utnapishtim, an elderly man who survived the flood because the gods warned him of the coming deluge. Utnapishtim told Gilgamesh,



"The life that you are seeking you will never find. When the gods created man they allotted to him death, but life they retained in their own keeping."

Gilgamesh returned home filled with wisdom from his adventures with Enkidu and Utnapishtim. Gilgamesh became a gentle ruler who no longer mistreated the people of Uruk. Gilgamesh realized that he could not escape death, but he could live on in the memories of the people he loved.

The Epic of Gilgamesh had many parallels with the story of Noah in the Old Testament of the Jewish and Christian holy books. Other cultures also have legends of a great flood. The Greeks legends say a god named Zeus once unleashed a flood because he was displeased with a sacrifice made in his name. The Hindus speak of Manu, a Brahmin king who saved mankind from a deluge.

Modern science has discovered that there was a marked increase in the sea levels about 6,000 years ago as the last ice age ended. The melting ice drained to the oceans causing the sea levels to rise more than ten feet in one century. Gilgamesh and the other flood legends may be connected with the end of the ice age.

Name: _____

Date: _____



Fill in the Blanks

The Epic of G_l_a_e_h is among the earliest known works of l_t_r_t_re. The epic *p_____ began as a series of o_____ legends told throughout S_m_r by s_o_y_e_l_e_s nearly five thousand years ago. Later writers recorded the l_g_n_s on c_____ tablets.

Gilgamesh was a powerful k_____ who treated his people with terrible c_u_l_y. Gilgamesh was c_a_l_n_e_d by a wild man from the f_r_st named Enkidu. The two powerful men b_t_l_d, but they also learned to r_s_e_t one another. Gilgamesh and E_k_du became great friends.

Gilgamesh began to search for the s_c_et to e_e_n_l life after the d_a_h of En_i_u. A wise old man told the G_l_a_e_h, "The l_____ you are s_e_i_g you will never find. When the gods c_e_t_d man they allotted to him d_a_h, but life they r_t_i_e_d in their own k_e_i_g." Gilgamesh returned to his home a much *w_s_r ruler. Though he could not e_c_pe death, Gilgamesh realized that he could live on in the m_m_r_es of the people he loved.

The Epic of Gilgamesh mentions a great f_____. Stories of a great deluge are common in the l_g_n_s of many c_l_u_es. Scientists have evidence that suggests s_____ levels changed at the end of the last i_____ a_____ about 6,000 years ago. It is possible that Gilgamesh and other legends are connected with this ancient event.

Answer in complete sentences

1. How were Gilgamesh and Enkidu different from one another?

2. How did Gilgamesh's many adventures change him?

3. Explain how the epic of Gilgamesh is similar to the story of Noah from the Christian and Jewish holy books.

*This is a higher order learning question. You must answer the question to the best of your ability, but any reasonable



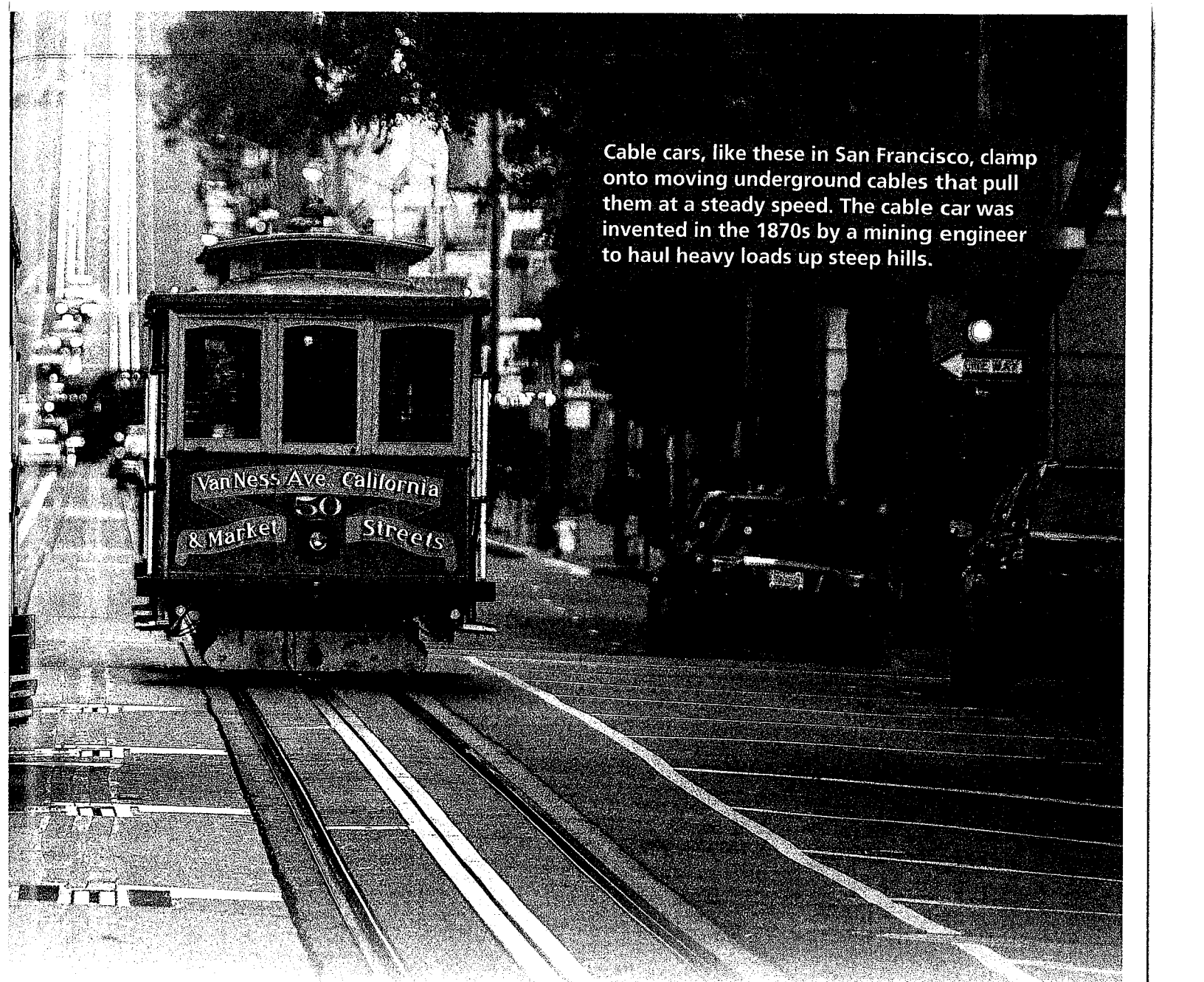
What's a Trolley?

Have you ever seen a vehicle like an air trolley in real life? We use air trolleys in class as models for real-life transportation.

Air trolleys are similar to trolley cars, trolley buses, streetcars, cable cars, trams, gondolas, and light rails. Many of these real-life vehicles have wheels, but just like the air trolley, they all run on some sort of rail or track.

If you have visited or lived in New Orleans, Philadelphia, Dallas, or San Francisco, you may have seen or taken a ride on one of these vehicles. They are usually lighter and shorter than conventional trains.





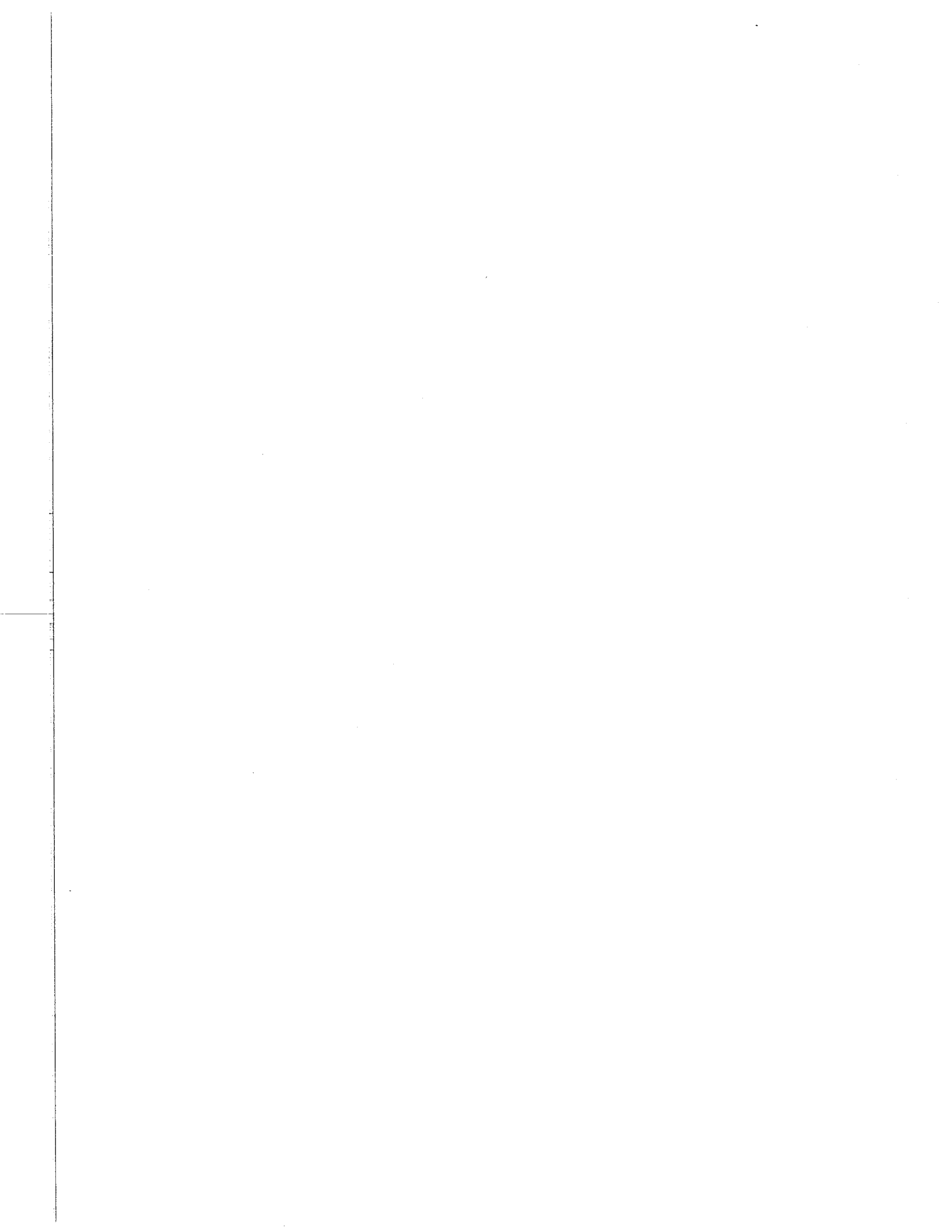
Cable cars, like these in San Francisco, clamp onto moving underground cables that pull them at a steady speed. The cable car was invented in the 1870s by a mining engineer to haul heavy loads up steep hills.

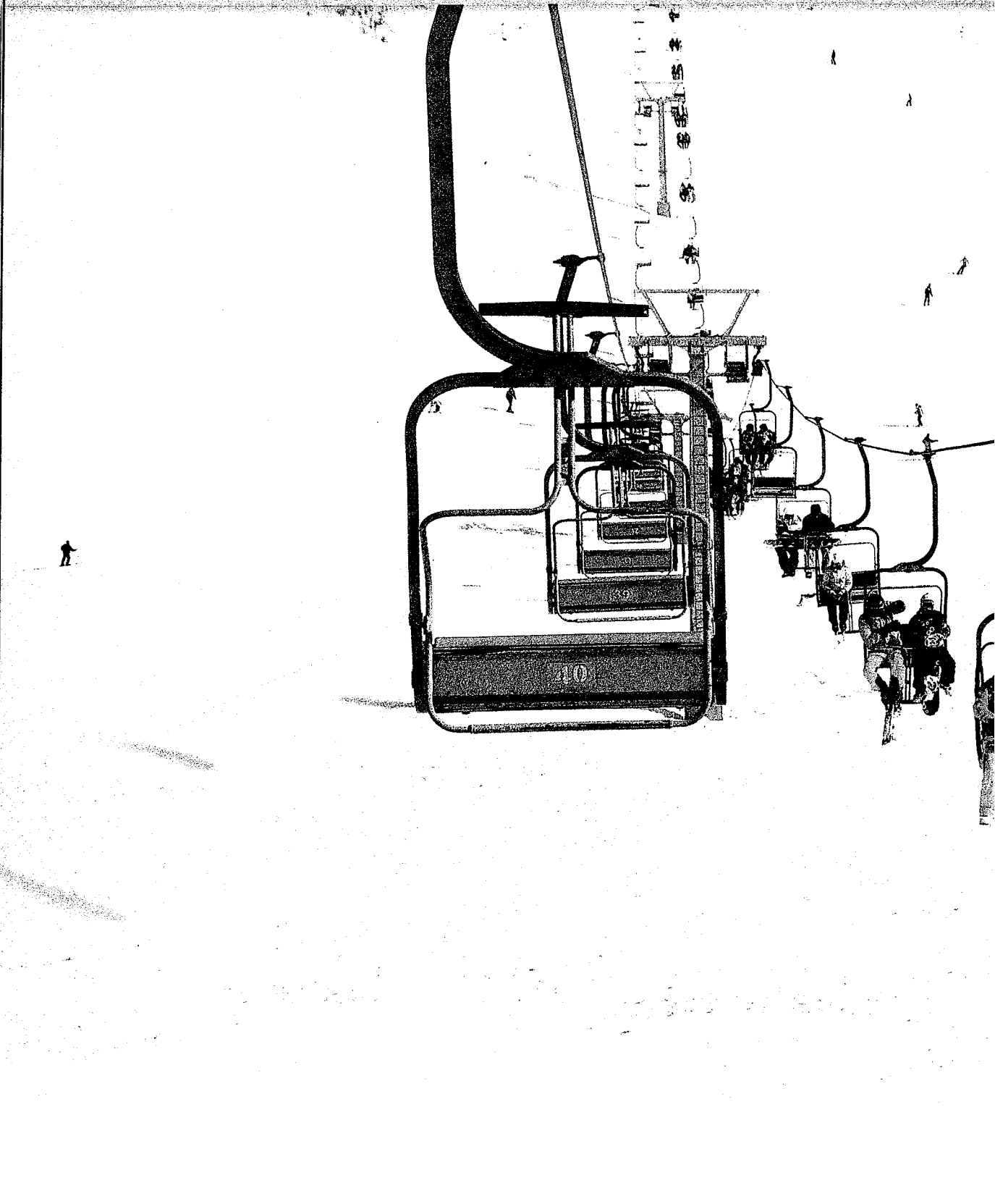
What Powers Different Vehicles?

A **propeller** provides power for an air trolley. The propeller is powered by energy stored in the rubber band when a person twists it. The power for most real-life trolleys comes from electricity.

A key challenge that trolley and cable-car engineers had in designing these modes of

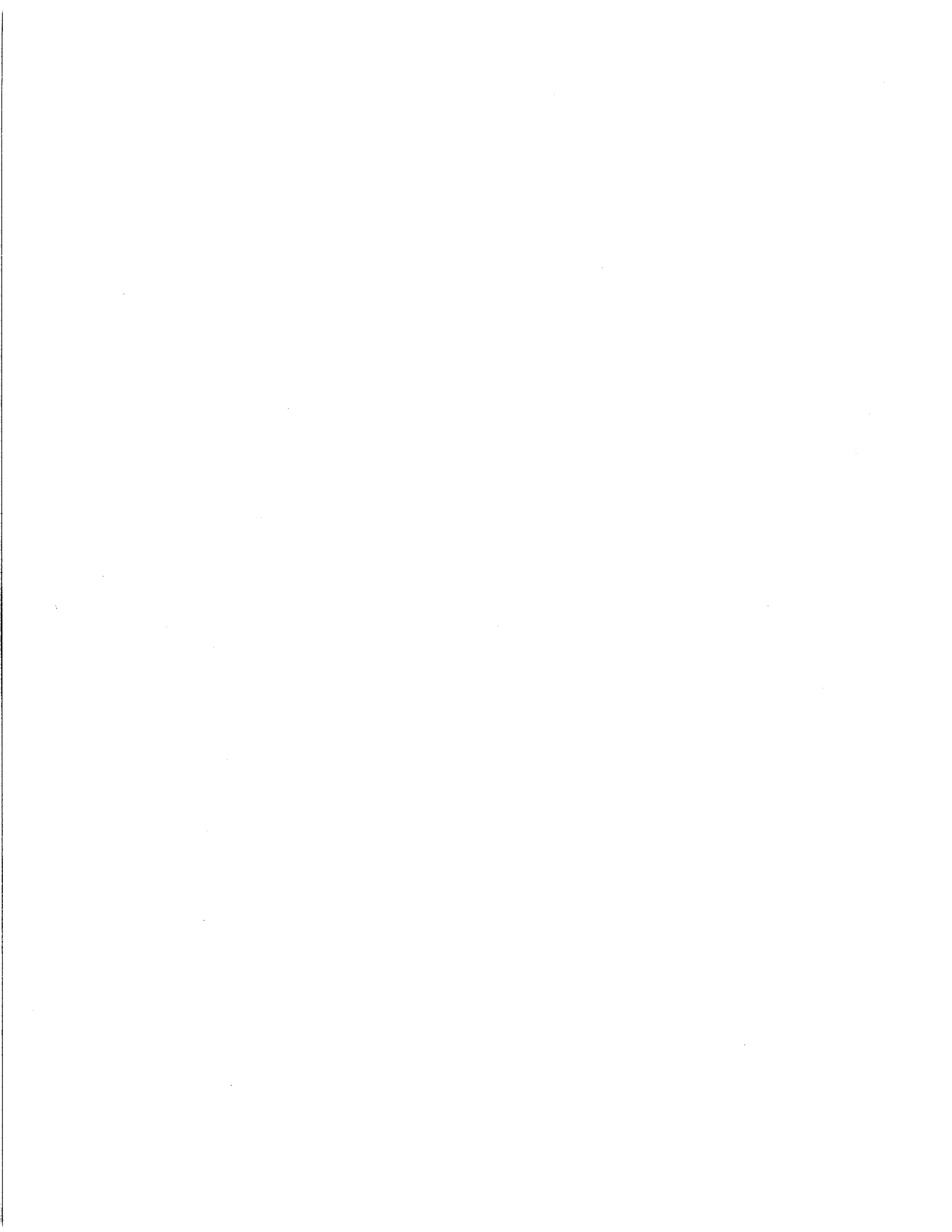
transportation was how to get electric power to the vehicles. The trolley has a sliding connection to a wire overhead or a rolling metal connection to an electrified third rail on the ground next to the regular tracks. Some have dual power **systems**—electricity for city streets, and diesel fuel for tracks outside of the city.





Cable cars are like trolleys, but they are attached to a cable. The cable car does not have a motor or engine on board. Instead, a cable that runs the length of the track

moves continuously. It is usually powered by electricity. A cable car has a clamp that grabs onto the moving cable. The cable pulls the cable car along at a steady rate.

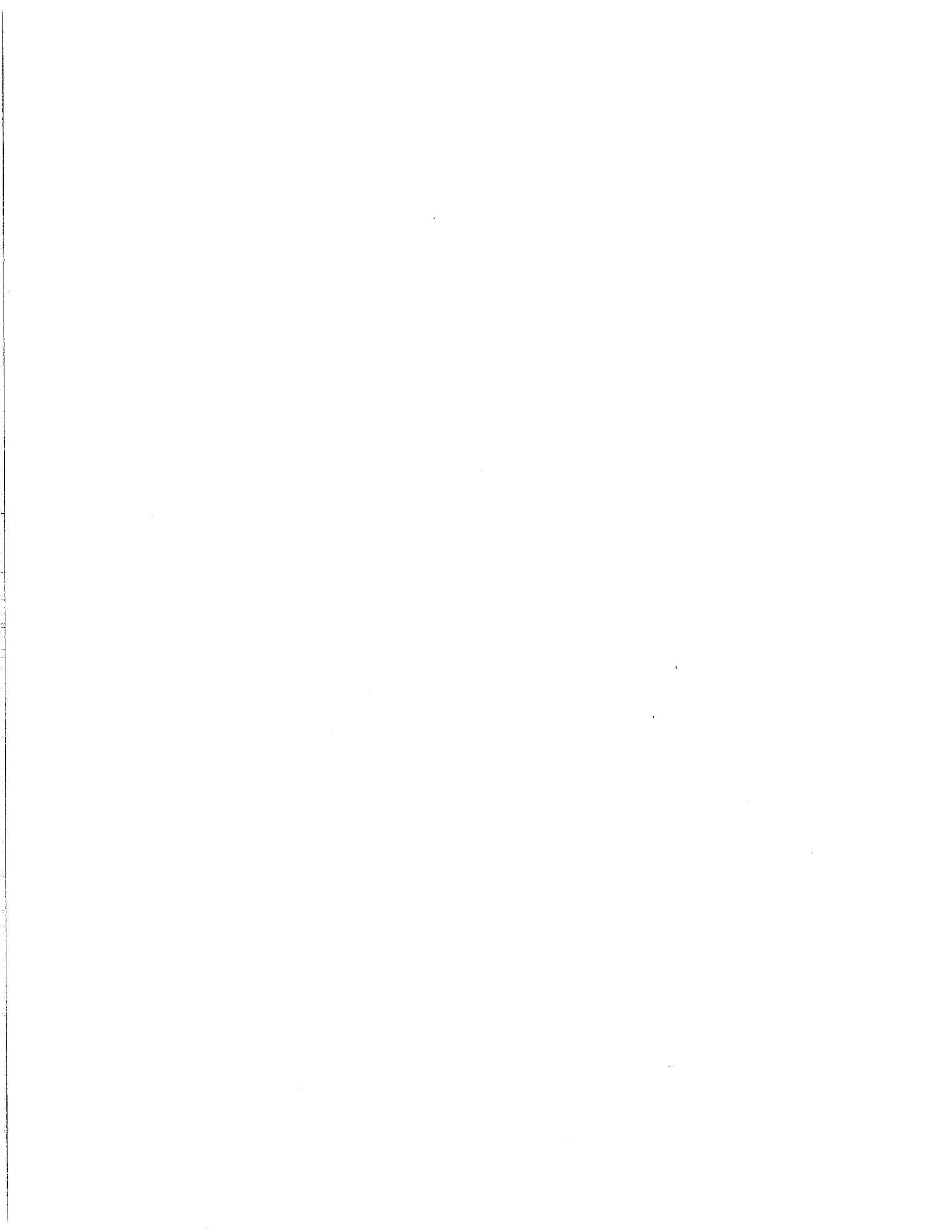




Many high-speed ski lifts are "detachable." The chairs attach to the cable with grips that can be released so each chair slows down to load and unload passengers.

Trams and gondolas have cars that move up and down mountains. The car usually has a mechanism to grab onto a moving cable, like the San Francisco cable cars. Ski lifts also

operate this way, moving passengers easily from their **initial position** to their **final position**.



Other Engineering Challenges

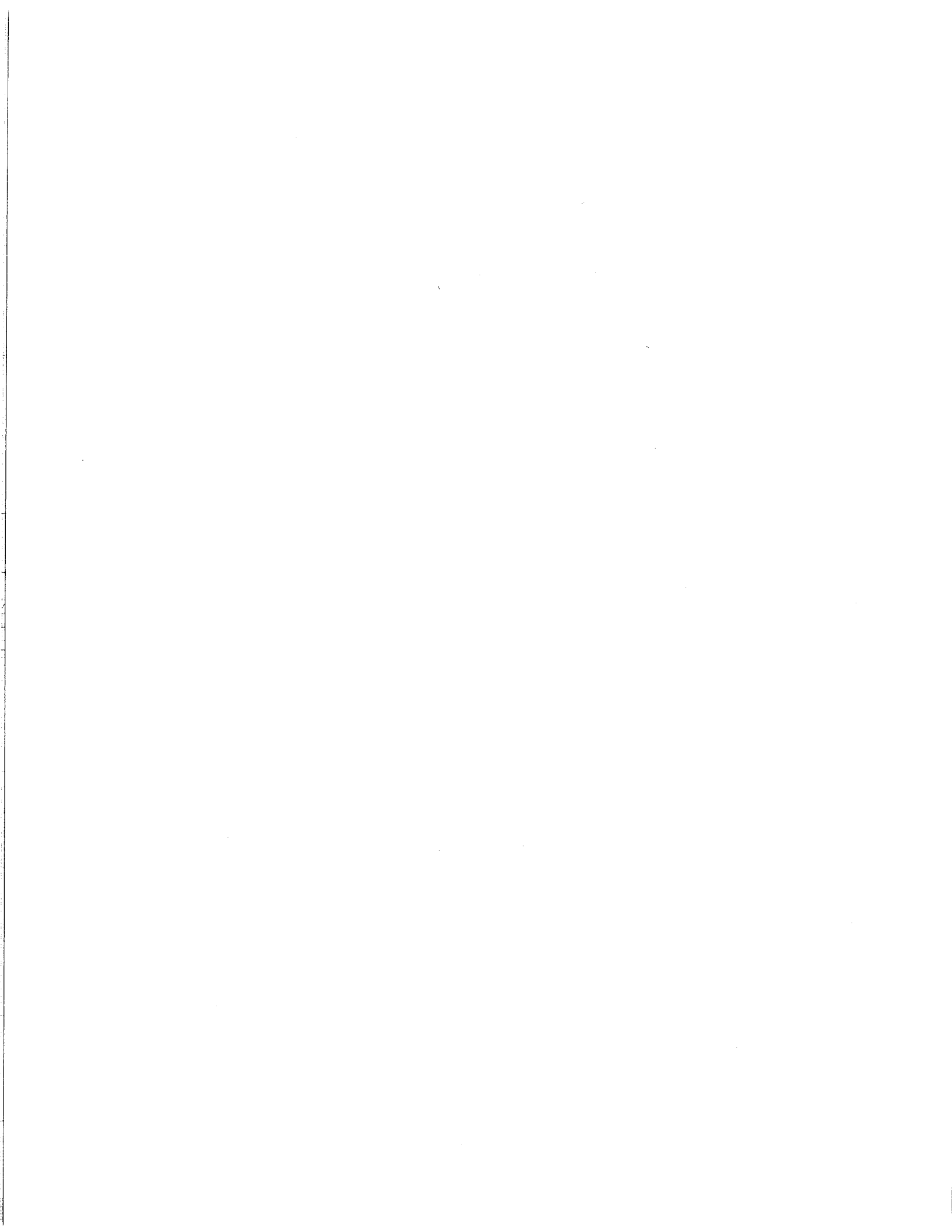
Can you imagine what an engineer has to do to create a gondola that travels on a cable, dangling in **motion** between two mountains? In class, you practiced pulling your cable tight to support the weight of the air trolley. This cable tension is also a challenge for a tram or gondola. It is also a challenge to run the cable from the bottom of the mountain to the top, over very rough terrain. These projects can take many years to design, test, and build before they are ready for passengers. The payoff is great, however. Trams and gondolas provide access to remote locations that would otherwise be unreachable.

Think Questions

1. What powers an air trolley?
2. What powers most real-life trolleys?
3. What engineering problem do mountain trams and gondolas solve?
4. What is similar and different between the model air trolley and real-life trolleys?



A steel cable looped from base to mountaintop forms a spectacular highway through the air. This gondola is traveling up to a 3,000-meter (m) glacier in Austria.

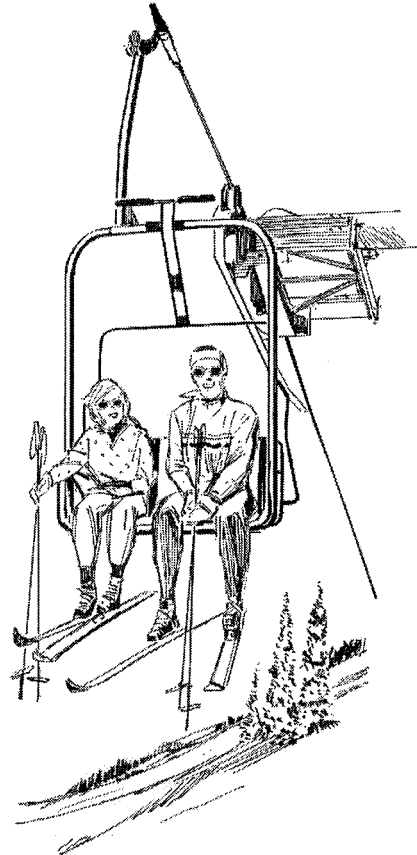


Name: _____

Date: 10/10/19 Period: 2 3 5 6 7

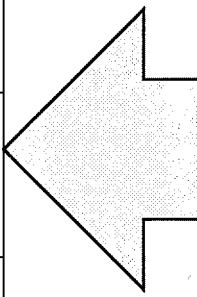
Directions:

1. Put your first & last name neatly on this paper
2. Circle the Period # you have science
3. Complete the "Before I read" statements.
4. Take turns reading **"What's a Trolley?"**



Before I read	Read the following statements before reading the article. Decide if you agree or disagree. As you read, find evidence to support or disprove your original claim	As I read
Yes or No	Air trolleys are similar to trolley cars, street cars, cable cars, and gondolas.	Yes or No Evidence on page _____
Yes or No	A propeller provides power for an air trolley.	Yes or No Evidence on page _____
Yes or No	Can you think of any cities or places where cable cars / trolleys are located? List three cities:	Yes or No I listed three places as evidenced on (Page 9)
Yes or No	One design problem of a trolley is how to power the vehicle.	Yes or No Evidence on page _____
Yes or No	Cable cars are like trolleys; they move continuously on a track. Powered by electricity	Yes or No Evidence on Page _____
Yes or No	The cable car was invented in 1870s by a mining engineer	Yes or No Evidence on Page _____

List one problem solved by engineers when the the mountain tram and (ski) gondolas was created. (text evidence on page11)



Directions: As you watch **Bill Nye "Flight"**, pay attention to the following concepts. Be sure to fill in all blanks, and circle which response is true: either he DID say that, or he DID NOT.

Did Bill Nye say that?

1. **Air pressure** makes things fly Yes he did No, he did not
2. Air pressure allows us **to breathe** Yes he did No, he did not
3. Moving air produces **gravity** Yes he did No, he did not
(moving air actually produces _____)
4. Air under the wings moves **more quickly** than on top of the wings
Yes he did No, he did not
Air under the wings moves _____ than on top of the wings
5. List 2-3 things that fly (and are demonstrated by Bill Nye) due to air pressure:

TICKET OUT

RESPONSIBLE		Score
I was on time to class:	Yes / No	4 3 2 1 0
I wrote in my agenda:	Yes / No	
I did my team job quickly, quietly	Yes / No	
I read, listened, and completed assignment	Yes / No	
RESPECTFUL		
Worked with group respectfully	Yes / No	4 3 2 1 0
Listened to teachers / peers	Yes / No	
I stayed on task	Yes / No	
Appropriate voice / no voice during ALL tasks	Yes / No	
Citizenship		
I followed our class safety contract, completely	Yes / NO	4 3 2 1 0
Trustworthy		
With materials (book, pencil, chairs, etc)	Yes / NO	4 3 2 1 0
With my own, quality work (MY BEST)	Yes / NO	
With my team (polite, kind, honest)	Yes / NO	
With my actions / behaviors /voice	Yes / NO	
Something I liked / learned / enjoyed about today:		SCORE:
_____		_____ / 16

Our team name is:		

Due 10/10/19
10/11/19

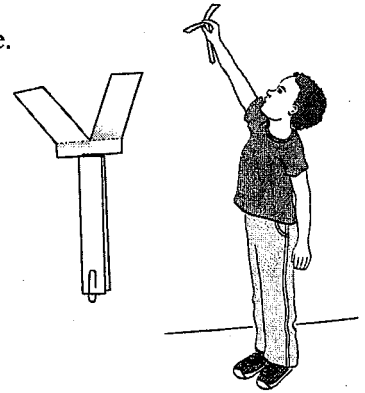
Science 6 HW

ENTRY-LEVEL SURVEY

VARIABLES AND DESIGN

Name _____
Period: _____

2. A student makes a paper helicopter like the one you see in the picture. The student holds the helicopter up high and lets go. The helicopter falls spinning to the ground.



a. List all the **variables** (things you can change) that could affect how long it takes the helicopter to fall to the ground. An example is adding weight (paper clips) at the bottom of the helicopter.

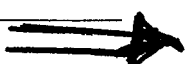
Read * b. Write a step-by-step procedure (plan) to test how changing the weight (using paper clips) of the paper helicopter affects the time it takes the helicopter to fall to the ground.

Think about
The Air Trolley
you made.
How could
we change
the mass?

- ① set up flight line (attach trolley to the flightline)
- ② Attach _____ weight (paperclips)
- ③ Wind propeller _____ (how many times?)
- ④ Measure distance from _____
to _____ (think about how/what we should measure)
- ⑤ Record data.

c. What data would you need to collect to show how changing the weight affects the time it takes for the helicopter to fall, and how would you organize the collected data?

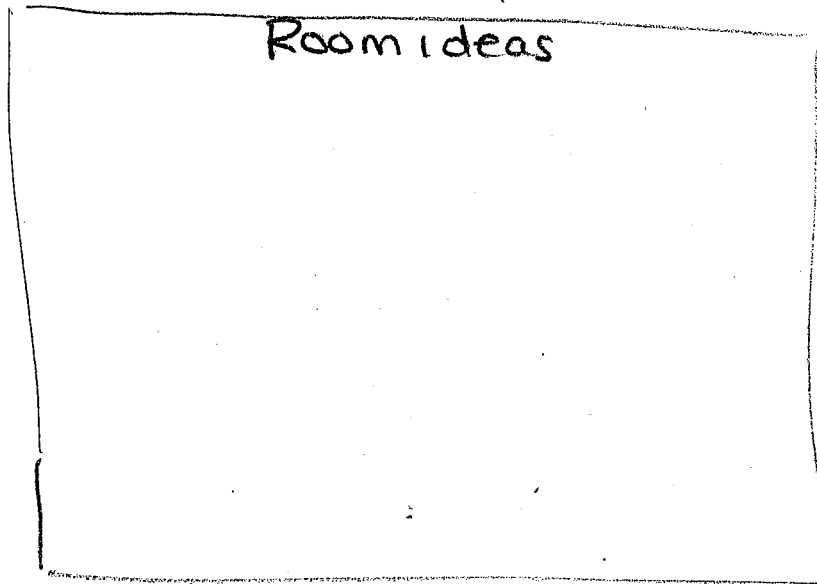
Use the
back
to show
what your
data chart
should look
like / have in it.



Answer

• What is your team name: _____

• How do you think we should set up tables / chairs (the room) so we can safely test 4-6 flight lines/air trolleys at one time? What should we set as safety rules??



Safety rules

• Data plan:

Name:

Date:

TEXT QUESTIONS

Declaration of the Rights of the Child

The United Nations General Assembly

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) **Paraphrase** Put this statement into your own words: "...the best interests of the child shall be the paramount consideration"? (b) **Analyze** Why is this an important statement to make?

2. (a) **Distinguish** How will children without families be cared for, as stated in this declaration? (b) **Speculate** Without this protection, what could happen to children without families?

3. **Make Inferences** Why should a child be "among the first to receive protection and relief"?

4. **Paraphrase** Now that you have read "Declaration of the Rights of the Child," choose one paragraph and rewrite it in your own words.

Analyze Craft and Structure

Development of Ideas: Structure The Declaration of the Rights of the Child expresses its ideas using a simple structure. Paragraph 1 explains the purpose and goal of the Declaration. Paragraph 2 explains the scope of the Declaration, or the people and rights that it covers. Paragraphs 3–11 list and describe specific rights.

1. Reread paragraph 1. What are the purpose and goal of the Declaration?

2. Reread paragraph 2. Whose rights does the Declaration set forth?

3. Choose three paragraphs from 3-11. In the chart, identify the paragraphs you have chosen. List the rights that each paragraph describes. Then, state whether you think the rights are described in a way that is confusing or clear. Explain why.

PARAGRAPH	RIGHTS LISTED	CLEAR OR CONFUSING? WHY?

Before Lesson TO DO List:

1. Put your name on your homework & tak out last night's hmwk.
2. Write the date in your agenda.
3. Glue in notes.
4. Go over hmwk with your group.

Review wksht 2 sided

5. Solve $\sqrt{81}$

6. Student council is making treat bags for the 6th grade. There are 20 Reese cups and 35 Twix bars. They want to place equal amounts of each in the bags. What is the greatest number of bags they can make? How many Reese cups will be in each bag?



Divide the problems below for extra practice. Roll a pair of dice, and find the sum of the two numbers showing. Solve that problem.

DICE ROLL	SOLVE	SOLUTION
2	$12.42 \div 1.8$	
3	$1400 \div 32$	
4	$195.3 \div 9.3$	
5	$744 \div 60$	
6	$45.88 \div 6.2$	
7	$345 \div 0.75$	
8	$3150 \div 10.5$	
9	$800 \div 125$	
10	$112 \div 0.56$	
11	$278.8 \div 3.4$	
12	$154 \div 28$	

SHOW WORK HERE

7. Filling up a tank of gas costs \$36.96. If the tank holds 16.5 gallons of gas, then how much did each gallon cost?

Summarize today's lesson:

DIVIDING BY A DECIMAL

DIVIDING BY A DECIMAL

1. In order to make the divisor a whole number, multiply it by a power of ten.
-This is the same as moving the decimal to the right.
 2. Multiply the dividend by the same power of ten.
-This is the same as moving the decimal to the right.
 3. Divide.
 4. Bring the decimal directly above into the quotient.
- **Remember that whatever you do to the divisor, you have to also do the same to the dividend.

Practice rewriting the division problem by multiplying by the power of ten. Do not solve.

<p>1. $1.2 \overline{) 86.3}$</p> <p style="text-align: center; margin-top: 20px;">$12 \overline{) 863}$</p>	<p>2. $0.25 \overline{) 740}$</p> <p style="text-align: center; margin-top: 20px;">$25 \overline{) 74000}$</p>	<p>3. $41 \overline{) 525.2}$</p> <p style="text-align: center; margin-top: 20px;">$41 \overline{) 5252}$</p>
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Divide the following numbers. Be sure to remove any decimals in the dividend by multiplying by a power of ten.

<p>4. $210 \div 3.5 = 60$</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td>0</td><td>0</td><td>6</td><td>0</td></tr> <tr><td>3</td><td>5</td><td>2</td><td>1</td><td>0</td><td>0</td></tr> <tr><td></td><td></td><td>2</td><td>1</td><td>0</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>-</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>			0	0	6	0	3	5	2	1	0	0			2	1	0							0						-						0																									<p>5. $856.8 \div 8.4 = 102$</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td>0</td><td>1</td><td>0</td><td>2</td></tr> <tr><td>8</td><td>4</td><td>8</td><td>5</td><td>6</td><td>8</td></tr> <tr><td></td><td></td><td>8</td><td>4</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>6</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>8</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>8</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>			0	1	0	2	8	4	8	5	6	8			8	4							1	6						8						8						0																									<p>6. $58.42 \div .92$</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																		
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DECIMAL OPERATIONS UNIT STUDY GUIDE

Solve each of the problems below. These represent the types of questions on your test. Be sure to ask questions if you need more help with a topic.

I CAN FLUENTLY ADD MULTI-DIGIT DECIMALS.		6.NS.3
1. $284.7 + 68.3$	2. $2453 + 61.18$	3. Michael is purchasing back to school supplies. He gets a math workbook for \$19.88, a calculator for \$35.97, and a pack of pencils for \$8.27. How much did he spend on school supplies?

I CAN FLUENTLY SUBTRACT MULTI-DIGIT DECIMALS.		6.NS.3
4. $863.35 - 127.69$	5. $620 - 89.7$	6. Mr. Christianson orders 88 pounds of mulch for his yard. He ends up only needing 43.7 pounds. How much does he have left over?

I CAN FLUENTLY MULTIPLY MULTI-DIGIT DECIMALS.		6.NS.3
7. $6.34 \cdot 3.4$	8. $39.9 \cdot 8.1$	9. To fill up his fuel tank, Sam puts in 16.8 gallons of gas at \$3.90 per gallon. How much does Sam spend on fuel? <i>Round to the hundredths place.</i>

I CAN FLUENTLY MULTIPLY MULTI DIGIT DECIMALS.**6.NS.3**

10.

$$200.5 \cdot 0.88$$

11.

$$3500 \cdot 2.8$$

12. Mrs. Hoskins is going to plant her new garden. She purchases 4 tomato plants for \$2.59 each, a package of watermelon seeds for \$1.87, and a jalapeno plant for \$3.88. How much will Mrs. Hoskins spend on seeds and plants for her new garden?

I CAN FLUENTLY DIVIDE MULTI DIGIT DECIMALS.**6.NS.2**

13.

$$898.8 \div 14$$

14.

$$3015 \div 45$$

15.

$$26.13 \div 0.67$$

16.

$$44.28 \div 1.8$$

17. The area of a rectangle is 82.84 square meters. If the length is 7.6 meters, then what is the width?

18. The Bailey family is traveling 565.5 miles for a family vacation. If they estimate they can travel 78 miles per hour, then how many hours will it take for the Baileys to arrive?

19.

$$516 \div 4.3$$