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

Name: _____ **Date:** _October 15, 2019_____

Math: Review 5th grade Multiplying Fractions
pp 31-32 notes hmwk: wksht.

Social Studies:
- **Sumerian Stations**

HW: Medicine

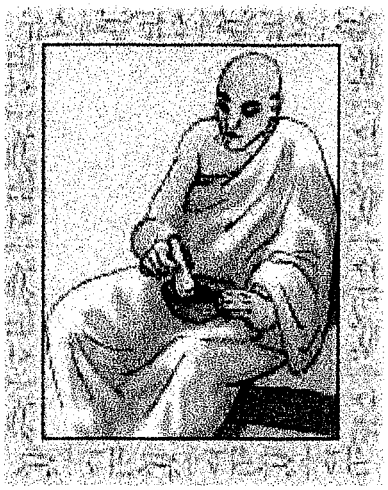
ELA: Warm-Up
Declaration of the Rights of the Child
Craft & Structure
Hw: Article of the Week Due 10-18-19

Science (1) In class: Set up and observe your air trolley system
(2) Record observations on page 6
(3) HW READ/Prepare to discuss Page 9

Computer Apps/ Technology

Name: _____

Medicine in Mesopotamia



In Greek, Mesopotamia (pronounced "*mes-uh-puh-TAY-mee-uh*") meant "the land between the rivers." Nestled between the Tigris and the Euphrates, this stretch of land was home to the world's oldest culture. (The bulk of it was in present-day Iraq.) As a matter of fact, because of its ancient status, Mesopotamia was often called the cradle of civilization.

People began to move into Mesopotamia more than 9,000 years ago. Since very early on, they had shown a great interest in medicine. They wanted to know why people got sick. They wanted to know how to make them better. They did a lot of research on this matter. And they kept a detailed account of their findings.

Thanks to their excellent records, we know that there were two types of healers in Mesopotamia. The first was called *ashipus*. An *ashipu* was like a sorcerer or a witch doctor. He saw patients and determined the causes of their ailments. Back in those days, people believed that evil spirits made people sick. To recover, they had to please the gods they had upset earlier. And that was when an *ashipu* came into play. When a man fell ill, an *ashipu* would pay him a visit. He would tell the man which god was angry with him. He would tell the man what he had to do to make amends. For example, the man might need to say a certain prayer or chant to drive out the evil spirit. He might need to sacrifice an animal. Or he might need to perform some magic rituals. Sometimes, when necessary, an *ashipu* would refer his patient to see the second kind of healer called *asus*. An *asu* was a specialist in herbal remedies. He wrote prescriptions to cure diseases. Occasionally, he would perform surgeries, too. Shocking as it may be, people in Mesopotamia were already advanced enough to perform eye or even brain surgery.

Of course, undergoing surgery was a big deal in Mesopotamia. The risk was very high. To protect the patients and the healers, there were specific laws in the Code of Hammurabi governing the use of a knife. If a surgery went as planned, the patient was obligated to pay the *asu* for his work. But if it went wrong, the *asu* would be held liable for the mistake. The amount of money or the type of punishment an *asu* got depended solely on the status of his patient. For example, if an *asu* successfully treated a nobleman, he would get 10 shekels of silver. For the same service, he would get 5 shekels for treating a commoner or 2 for a slave. Likewise, if an *asu* killed a nobleman on an operating table, one of his hands would be cut off. Suppose the unlucky patient was a slave; the *asu* simply had to repay the owner the cost of the slave.

By all accounts, people in Mesopotamia did not have very accurate notions when it came to medicine. Nevertheless, they studied the human body carefully and knew how it worked. As a result, they made many important discoveries. Those findings were critical to our modern science!

Name: _____ edHelper

Medicine in Mesopotamia

Questions

_____ 1. Which of the following about medicine in Mesopotamia is correct?

A. An *ashipu* would never refer his patients to see an *asu*.
B. People in Mesopotamia went to see *ashipus* to get magic spells and chants.
C. People in Mesopotamia did not believe in witchcraft.
D. People in Mesopotamia went to see *ashipus* to get prescriptions.

_____ 2. In the minds of people in Mesopotamia, what were the causes of ailments?

A. Viruses
B. Germs
C. Water
D. Evil spirits

_____ 3. In Mesopotamia, who could perform brain surgery?

A. An *asu*
B. An *ashipu*

_____ 4. What would happen if a patient of high social status died on an operating table in Mesopotamia?

A. The surgeon had to pay 10 shekels of silver.
B. The surgeon had to pay for the funeral.
C. One of the surgeon's hands would be cut off.
D. Nothing would happen to the surgeon.

_____ 5. What did *ashipus* do in Mesopotamia?

A. They performed brain surgeries.
B. They prescribed herbal remedies.
C. They treated wounds with herbs.
D. They performed witchcraft.

_____ 6. Where was Mesopotamia?

A. In present-day Iran
B. In present-day Iraq
C. In present-day Egypt
D. In present-day Saudi Arabia

_____ 7. In Mesopotamia, what determined how much a surgeon got paid?

A. All surgeons in Mesopotamia charged the same fee.
B. The surgeon's status in society
C. The surgeon's reputation
D. The patient's status in society

_____ 8. Which king in Mesopotamia made laws governing the practice of surgeries?

A. Hammurabi
B. Nabopolassar
C. Nebuchadnezzar
D. Sumuabum

Name: _____ Date: 10/15/19 Science Period: 2 3 5 6 7

In class

How can we describe and measure motion in a(n) (air trolley) system? (pg 6)

1. **Record all observations:**

2. What variables (do you think) will affect the operation of the air trolley? (pg 13)

HW

Science 6 HW

HW Directions: Read the following (**SNB page 9**) to better be able to understand how to consistently measure the distance your air trolley will fly. Be prepared to discuss variables.

Focus Question: How can we describe and measure motion in a system?

In science we refer to the place where something is as its **position**. You have a position, your notebook has a position, and your air trolley has a position. The symbol often used in physics to indicate position is the lowercase letter x.

Label the diagram below to indicate the initial position of the trolley and the final position of the trolley.

Distance is how far a moving object went. Distance can be measured in standard metric units, like meters, centimeters, and kilometers, and so on.

It's important to establish a **reference point** on the object and monitor how far that reference point moves to determine how far the object moves.

To measure the distance traveled by a trolley, we need to determine where to measure from and where to measure to. Draw arrows on the diagram below to show where you will start and end your measurements.

Distance is represented with a lowercase *d*. Complete the equation below to calculate distance.

d = _____

Name_____ Class Period____

ELA 6 WARM UP

Week of 10/15/19 **Nobody's perfect, that's why pencils have erasers.**

Monday Mistakes

Correct the sentence and rewrite it below:

_____

_____

_____

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: **compulsory**	Definition: **required; must be done**
Sentence: _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

"A friend who lies for you may also lie against you." – Unknown

What do you think this quote means? Explain in 2 to 3 sentences.

_____

_____

_____

_____

Friday Free Write

Would you rather it always be fall or always be spring?

_____

_____

_____

_____

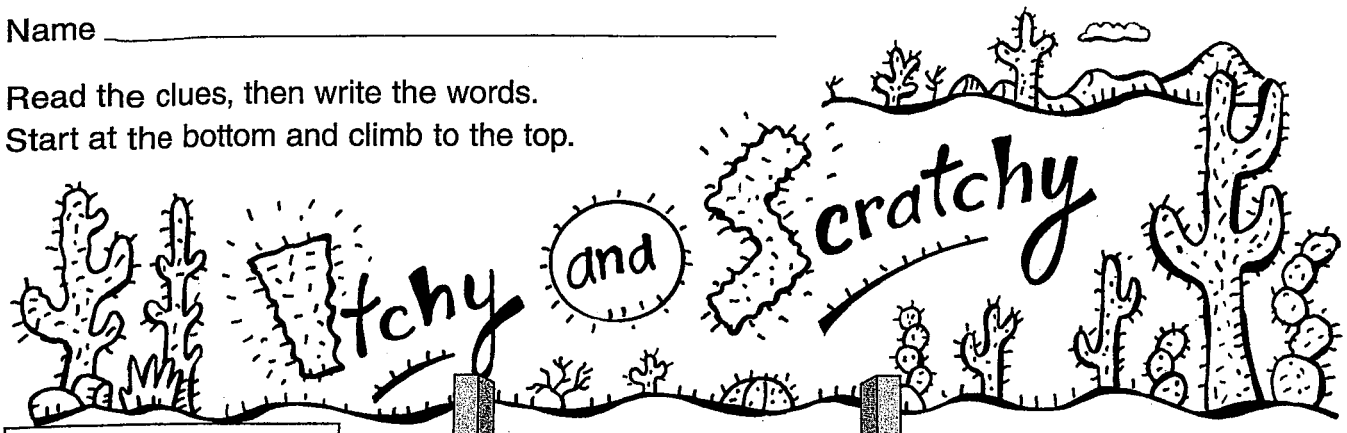
_____

_____

_____

Name _____

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



11 _ _ _ _ _ _ _ _

What you do to an itch.
Add two letters.

10 _ _ _ _ _

To grab a ball as it flies through the air.
Change one letter.

9 _ _ _ _ _

To cover a hole in clothes.
Change one letter.

8 _ _ _ _ _

To throw a baseball to a batter.
Change one letter.

7 _ _ _ _ _

What cowboys do to horses to keep them in one place.
Change the vowel.

6 _ _ _ _ _

A pen to keep rabbits in.
Replace the *n*.

5 _ _ _ _ _

A guess.
Change the first letter.

4 _ _ _ _ _

Noontime meal.
Change one letter.

3 _ _ _ _ _

Boxers do this.
Change one letter.

2 _ _ _ _

To hurt by squeezing your skin.
Add one letter.

1 _ _ _ _

Twelve of these make a foot.
Change one letter.

i t c h

Article of the Week Due: October 18, 20

COMMONLIT

Name: _____ Class: _____

Chocolate from Children

By Deb Dunn
2013

While many people enjoy chocolate as a tasty treat, few fully understand the work that goes into making chocolate, specifically the work done by children. In this informational text, Deb Dunn discuss the children in West African who pick the cocoa beans that chocolate is made from. As you read, take notes on the lives of the children who pick cocoa beans.

[1] Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year! But many people don't know that children in West Africa pick most of the world's cocoa beans. (Cocoa is the main ingredient in chocolate.) People who buy chocolate are becoming more and more worried about child labor.[1]

"Untitled" by Charisse Kenion is licensed under CC0

Imagine this. Ten-year-old Sametta lives in Cote d'Ivoire (or Ivory Coast), a country in West Africa. She wakes up at 4:00 a.m., eats millet porridge, and then walks two miles to her family's cocoa bean field. For the next 12 hours, she picks cocoa pods and then breaks them open. She scoops out the 30 to 50 seeds, or "beans," that are inside the pods. (About 400 beans are needed to make one pound of chocolate.) Sametta does not have time to go to school. Her family needs her to work in order for them to survive. Her health is also at risk. The cocoa pods are sprayed with poisonous pesticides.[2] She also uses a knife with a long, sharp blade when she works.

This is not a story from long ago. This is happening right now. Every day in Ivory Coast, Ghana, Nigeria, and Cameroon, about 300,000 children pick cocoa beans that will be sold to big chocolate companies. Most of the children work on their families' farms. They need to sell every bean to make money for their families to survive. School is out of the question. Worse, about 6,000 of these children are slaves. They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped.

Why is this happening? The reason is money. Extremely poor countries send children to work in other countries where cocoa beans grow. In exchange, their government is paid. Also, families who own the cocoa bean farms are very poor. They depend on growing and selling cocoa beans to survive. Without help from their children, the farmers would not be able to buy food. Big chocolate companies pay farmers a very low price for their cocoa beans. Most farmers earn only between $30 and $100 a year — total.

[5] In 2001, the U.S. government created an international agreement with major chocolate companies. It said that chocolate companies should help eliminate child slavery and child labor by July 2005. So far, however, the agreement has not ended child slavery and child labor.

1. the illegal work that children take part in
2. chemicals used to kill insects that are harmful to plants

Still, there is hope, as organizations around the world work to eliminate child labor. For example, a group of farms in Africa and South America are called Fair Trade Certified. Companies that buy cocoa beans from these farmers sign an agreement. They promise to pay the farmers a Fair Trade price. This is enough for them to buy food and clothing for their families and send their children to school. There are about 45,000 farmers in this program. Any chocolate made from these farmers' beans is labeled Fair Trade.

The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields,[3] ensuring that their children go to school and eliminating child labor. Farms that meet strict standards designed to protect the environment and ensure the well-being of farm families, workers, and their communities can earn the Rainforest Alliance Certified seal.

You can help eliminate child labor too by looking for the Rainforest Alliance's green frog seal and the FairTrade trustmark when you shop for chocolate.

3. what farmers produce

Text-Dependent Questions

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

1. PART A: What is the central idea of the text?
   - A. Children work for cocoa farmers because they think that it will be safe and fun.
   - B. Children are paid well for the dangerous work they do picking cocoa beans for chocolate.
   - C. Children are forced to pick cocoa beans for chocolate because adults cannot do the work.
   - D. Children work in unsafe environments for little or no money to pick cocoa beans for chocolate.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "Have you had some chocolate recently? Most Americans eat about 12 pounds of it each year!" (Paragraph 1)
   - B. "They sleep in dirty rooms, work 12-hour days without pay, are fed very little, and are sometimes whipped." (Paragraph 3)
   - C. "Without help from their children, the farmers would not be able to buy food." (Paragraph 4)
   - D. "The Rainforest Alliance is also working to improve life for farmers, teaching them ways to protect soils, waterways, and wildlife while increasing their yields" (Paragraph 7)

3. How do child laborers compare to child slaves?
   - A. Child laborers are paid fairly, while child slaves are paid little.
   - B. Child laborers are paid a small amount, while child slaves are not paid.
   - C. Child laborers are treated kindly, while child slaves are often overworked.
   - D. Child laborers are free to work and go to school, while child slaves can only work.

4. What is the meaning of "eliminate" in paragraph 5?
   - A. to lessen
   - B. to punish
   - C. to get rid of
   - D. to make better

5. How did the U.S. government respond to the use of child labor to make chocolate?
   - A. They attempted to hide the fact that chocolate companies were using child labor.
   - B. They created an agreement with chocolate companies to help end child labor.
   - C. They ignored the evidence that chocolate companies were using child labor.
   - D. They shut down companies that they confirmed used child labor.

6. What is the author's overall purpose in the text?

   A. to make readers feel bad about eating chocolate
   B. to suggest that America uses child labor to produce chocolate
   C. to inform readers about where their chocolate likely comes from
   D. to teach readers about where different types of chocolate come from

Unit: Fraction Operations
Student Handout 3

Name _____

Date _____ Pd _____

MULTIPLYING FRACTIONS

p.131

MULTIPLYING FRACTIONS

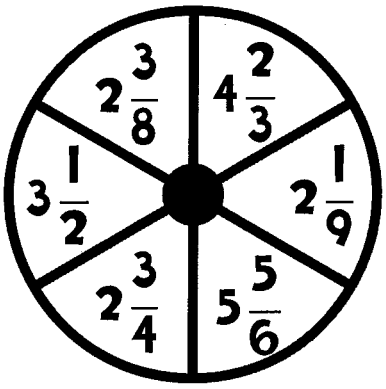
- In order to multiply fractions and mixed numbers, each number must be written as a proper or improper fraction.
- Mixed numbers must be converted to improper fractions, and whole numbers must be written over 1.
- Steps for multiplying fractions:
  1. Change each mixed number to an improper fraction.
  2. multiply numerators.
  3. Multiply denominators.
  4. Simplify.

Practice multiplying the different types of fractions below.

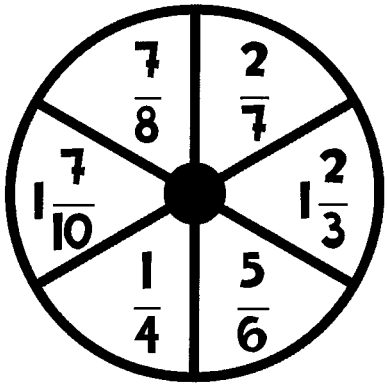
MULTIPLY FRACTIONS	$\frac{2}{3} \cdot \frac{4}{5} = \frac{8}{15}$	$\frac{6}{7} \cdot \frac{2}{7} = \frac{12}{49}$
CANCEL COMMON FACTORS	$\frac{1\cancel{2}}{\cancel{3}} \cdot \frac{\cancel{3}1}{\cancel{4}2} = \frac{1}{2}$	$\frac{\cancel{3}1}{\cancel{8}4} \cdot \frac{\cancel{6}3}{\cancel{15}5} = \frac{3}{20}$
MULTIPLY MIXED NUMBERS	$2\frac{1}{2} \cdot 3\frac{3}{5} = \frac{9}{3} = 3$ $\frac{5}{2} \cdot \frac{18}{5} = \frac{9}{1}$	$4\frac{5}{6} \cdot 1\frac{1}{4} = \frac{145}{24} = 6\frac{1}{24}$ $\frac{29}{6} \cdot \frac{5}{4}$

p. 32

Using your pencil and a paper clip, spin each spinner. Then add, subtract, or multiply depending on each problem number.



SPINNER 1



SPINNER 2

	MULTIPLY	ADD	MULTIPLY	SUBTRACT	MULTIPLY
SPIN 1					
SPIN 2					
WORK					
SOLUTION					

1. A fruitcake recipe calls for $2\frac{1}{3}$ cups of almonds and $1\frac{3}{4}$ cups of pecans. If Eliza would like to make 4 fruit cakes, then how many cups of nuts does she need?

Unit: Fraction Operations
Homework 3

Name _____

Date _____ Pd_____

MULTIPLYING FRACTIONS

Match each correct answer to a letter and complete the riddle below.

1	$\frac{4}{7} \cdot \frac{3}{8} =$
2	Maria ate $\frac{1}{3}$ of a pie. Her sister, Rebecca, ate $\frac{1}{5}$ of that. What fraction of the whole pie did Rebecca eat?
3	$1\frac{8}{9} \cdot \frac{6}{11} =$
4	A recipe requires $\frac{5}{6}$ of a cup of sugar. If Mrs. Marina is going to make one half of the recipe, then how much sugar does she need?
5	$2\frac{2}{3} \cdot 1\frac{4}{5} =$
6	Sammy is laying brick in his front walkway. The rectangular path measures $\frac{3}{5}$ of a foot by $\frac{4}{9}$ of a foot. What is the area of space that will be covered with bricks?
7	$3\frac{2}{3} \cdot 2\frac{3}{4} =$
8	An article fills $\frac{1}{2}$ of a magazine page. A corresponding photo takes up $\frac{3}{8}$ of the article. How much of the page is taken up by the photo?
9	$\frac{7}{10} \cdot \frac{4}{7} =$

G: $\frac{3}{7}$	E: $2\frac{2}{5}$	K: $\frac{1}{15}$	C: $\frac{1}{2}$	P: $\frac{2}{5}$
P: $\frac{5}{12}$	T: $\frac{6}{11}$	I: $1\frac{1}{33}$	P: $\frac{4}{15}$	B: $3\frac{2}{3}$
U: $10\frac{1}{12}$	N: $4\frac{4}{5}$	J: $4\frac{2}{5}$	M: $\frac{3}{14}$	I: $\frac{3}{16}$

WHAT DO YOU GET IF YOU DIVIDE THE CIRCUMFERENCE OF A JACK-O-LANTERN BY ITS DIAMETER?

___	___	___	___	___	___	___	___	___
4	7	1	9	2	8	5	6	3