

Cohen Middle School
100 Robinwood Avenue
Elmira Heights, NY 14903
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Name: _____ Date: January 7, 2020

Math:

Intro to Protes

Social Studies:

- Hinduism and the Caste System

HW: Aryan caste system

ELA:

Daily Warm Up
Context Clues / Independent Practice
Vocabulary.com

Science

- ① Watch Braunpop "Earths Atmosphere"
complete P.3 of Packet
- ② Using Fossweb, complete "Elevator to Space"
Page 1 and TOP of P 2 only

Computer Apps/ Technology

③ HW "Atmospheric Layers"

Notes pp. 67 & 68 homework test corrections due fri. & worksheet due wed.



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The Aryans and the Caste System

About 1500BC, powerful nomadic warriors known as Aryans began to appear in northern India. Their skill on horseback allowed the Aryans to conquer the native people and to expand south into the subcontinent. The Aryans spoke Sanskrit, a language that is similar to what is spoken in Europe, but unlike the Dravidian languages spoken in India before the Aryan invasion. The similarities with European languages suggest the Aryans may have migrated to India from Central Asia, but we cannot be sure because the writings of the Aryans do not suggest they came from somewhere else.

The Aryans wrote songs and stories about their gods. The stories were called the Vedas. The Vedas were handed down by word of mouth for hundreds of years until about 500BC, when the Aryans learned to write. The *Rig Veda* is a collection of more than 1000 songs that survives to this day. The influence of these stores is why the period of Indian history lasting from about 1500BC to 322BC is known as the Vedic Age.

About 1000BC, the Aryans discovered iron ore in the Ganges River Valley. The Aryans used the iron to build strong plows to grow crops. They also used iron weapons to control the Dravidian people and to impose a rigid social structure called the caste system.

Caste members lived, ate, married, and worked with their own group. A person born into one caste rarely changed castes or mixed with members of other castes.

At the top of the caste system were the Brahmin and the Kshatriya (KUH SHAT REE YUHZ). The Brahmin were the priests, teachers, and judges who understood dharma. Dharma were the spiritual laws that the people of ancient India believed governed the universe. The Brahman often lived apart from the rest of society in temples. The Kshatriya were the warrior caste who made everyday decisions and ran the government. The Kshatriya had most of the power in everyday life, but their decisions could be overruled by the Brahmin.

The Vaishya were skilled farmers and merchants. They occasionally had leadership positions in local villages. The unskilled workers were of the Sudras caste. Members of the Sudras caste often worked on the farms of the people of higher castes.

Foreigners, lawbreakers, people from isolated tribes, and people suffering from contagious diseases were called the untouchables or “outcastes.” Members of this caste were traditionally regarded as unsuitable for personal relations with people in the caste system. These “untouchables” had jobs or habits that involved “polluting

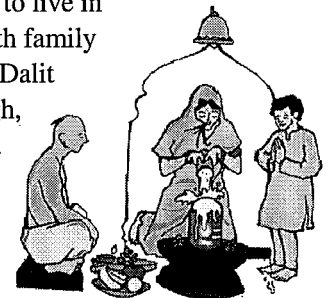
activities” such as having a job that involved ending a life. Caste members were vegetarians, so people who ate meat or fish were not accepted into their society. Untouchables were hired to do work that members of the caste system would not do. These jobs included killing or disposing of dead cattle or working with their hides. The untouchables also worked as sweepers, washers, or in other jobs that required contact with human emissions such as sweat, urine, or feces.

Untouchables were often forbidden to enter temples, schools and wells where caste members drew water. In some parts of India, even the sight of untouchables was thought to be polluting. The untouchables were often forced to sleep during the day and work at night. The caste system became less rigid as the Indian people were exposed to outside ideas. Many untouchables left their rigid social structure by converting to Islam, Buddhism, or Christianity.

Gandhi referred to the untouchables as the Harijan, a term that means “blessed” because Gandhi believed the Harijan were blessed by their suffering. In modern usage, Gandhi’s term has been rejected as demeaning. The Harijan prefer call themselves the Dalit, a term that can be translated as “oppressed.” The Indian government has provided the Dalit with specific employment privileges, and granted them special representation in the Indian parliament. Despite such measures, the Dalit continue to have fewer educational and employment opportunities than Indians whose families belonged to the caste system.

The British controlled part or all of the Indian subcontinent from 1612 to 1947. The British thought that caste members believed they would have to live out their lives in a particular caste in order to be reborn into a higher caste. We now know that some Indian people did have an opportunity to join higher castes, but this didn’t happen very often.

Discrimination against the Dalit has been forbidden by the Indian Constitution since 1950 but many of India’s 160 million Dalit continue to live in poverty. Indian people with family names associated with the Dalit often face prejudice, though, the Indian people elected a Dalit to the presidency. K. R. Narayanan served in that position from 1997 to 2002.



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

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3B



Fill in the Blanks

The Aryans were n_m_d_c horsemen first appeared in n_r_h_m India about 1000 years before the C_m_on E_a. The stories and songs of the A_y_n gods were collected a volume called the R___ V____. The Rig Veda is written in S_n_k_t, the language of the Aryans. Sanskrit is related to E_r_p_e_n languages, but *ar_h_e_l_g_sts have not yet found a connection between the A_y_ns and other cultures.

The Aryans used their knowledge of i___n weapons to impose a r_g_d social structure called the c_s_e system. Caste members generally l_v_d, ate, w_rk_d and m_r_i_d within their own groups. The Brahman were the p_i_s_s and j_d_es at the t_p of the caste system. The Brahmin lived apart from the rest of Indian societies in t_m_l_s where they studied d_ar_a. Dharma were the s_i_i_u_l laws the ancient Indians believed g_v_r_ed the u_i_er_e. The everyday activities of Indian society were controlled by the Kshatriya w_r_i_rs. Skilled laborers composed the V_i_h_a caste, while *u_s_i_l_d laborers belonged to the Sudras caste.

The u_t_u_h_bl_s were people not allowed into the caste system. The untouchables were forced to work in dirty and unsafe environments and do jobs the members of the castes were unwilling to do. Gandhi called the untouchables the H_r_j_n, but the preferred term today is Dalit, a term that means o_p_e_s_d. The caste system has been illegal in India for more than ___ years, but many of India's 160 million Dalit continue to live in p_v_r_y.

Answer in complete sentences

1. What was the caste system?

2. Why is 1500BC to 322BC known as the Vedic Age of Indian history?

*3. Why do you think the Brahmin were more important in Indian society than the Kshatriya?

4. Why were some people not allowed to join the caste system?

*5. What statement in the text suggests that the Dalit face less discrimination today than in the past?

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

Name:

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Reading: Context Clues

Practice

Context clues are clues to the meaning of a word. They are found in the text surrounding the word. Context clues may be words with the same meaning, or they may be descriptions or explanations. To use context clues, ask yourself the following questions:

- What kind of word is it? Does it name a person or thing? Does it describe a person or thing? Does it express an action?
- What word can I use in place of the unfamiliar word?
- Does the new sentence make sense?

You may also need to *reread* or *read ahead* to find context clues.

Example: Paul feels great enthusiasm about his new hobby. He wants to share his excitement about it with his friends.

Unfamiliar word: *enthusiasm*

What kind of word is it? It describes a feeling that Paul has about his hobby.

Context clue: excitement. By reading ahead, you can see that *excitement* has a similar meaning to *enthusiasm*. You can use it in place of *enthusiasm*.

A Circle the context clues that help you determine the meaning of each underlined word. Write the meaning on the line.

1. _____ The plant is inedible. You cannot eat it because it is poisonous.
2. _____ Laura was mystified by the math problem. She could not figure out how to solve it.

B Read the poem. Then, complete the activities that follow.

Winter is a frigid season, / Its cold can freeze your bones. / But winter's chill is also reason / To draw closer to your loved ones. / So stay inside, write your missives, / Mail them, and you'll discover / How quickly friends and family gather around you, / And how much warmth you will uncover.

1. Circle the context clues that help you understand what frigid means.
2. What is the meaning of missives? What context clues helped you determine this?

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Reading: Context Clues

C Use context clues to determine the meaning of the underlined words. Then, circle the letter of the correct answer.

1. Pat became very melancholy when she heard the bad news.
A. sad
B. happy
C. angry
D. sick
2. Jim spread the strawberry preserves on his toast.
A. butter
B. jam
C. chocolate
D. shortcake
3. Charles used a plane to even out the wooden boards.
A. a flying machine
B. a flat surface
C. a simple object
D. a tool for leveling wood

Atmospheric Layers

Cross-Curricular Focus: Earth Science

Science Hw
Due 1/8/20

The atmosphere surrounding Earth is made up of several layers of gas mixtures. The most common gases in our atmosphere are nitrogen, oxygen and carbon dioxide. The amount of the gases in the mixture varies above the different places on Earth.

The atmosphere puts pressure on the planet. The amount of pressure becomes less and less the further away from Earth's surface you are. When we think of the atmosphere, we mostly think of the part that is closest to us. At any moment in time, the overall condition of Earth's atmosphere, including the part we can see and the parts we cannot, is called weather. Weather can change, and it frequently does. That is because the conditions of the atmosphere can change.

The four main layers in Earth's atmosphere are the troposphere, the stratosphere, the mesosphere and the thermosphere. The layer that is closest to the surface of Earth is called the **troposphere**. It extends up from the surface of Earth for about 11 kilometers. This is the layer where airplanes fly. We experience almost all weather in this layer. About three-fourths of our atmosphere's air is also found in the troposphere.

Just above the troposphere is the **stratosphere**. It extends to about 50 kilometers above Earth's surface. Most of our planet's ozone layer is in this colder, drier layer. Ozone is important to the health of our planet because it helps keep some of the sun's dangerous radiation from reaching the Earth's surface.

If we continue upward, the next layer is the **mesosphere**, which extends up to about 80 kilometers above Earth's surface. The mesosphere is extremely cold. It is within this layer that you are most likely to find meteors. Most meteors will completely burn up before they reach Earth's surface.

The final layer is the **thermosphere**, the layer that is closest to the sun. Temperatures in the thermosphere can be over 1,500° Celsius.

Together, the layers of our atmosphere protect Earth. The atmosphere provides the conditions needed to support life.

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Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

underline evidence

*1) Which layer of the atmosphere has most of the air?

2) If you were to send a bottle rocket 15 kilometers up into the air, which layer of the atmosphere would it be in?

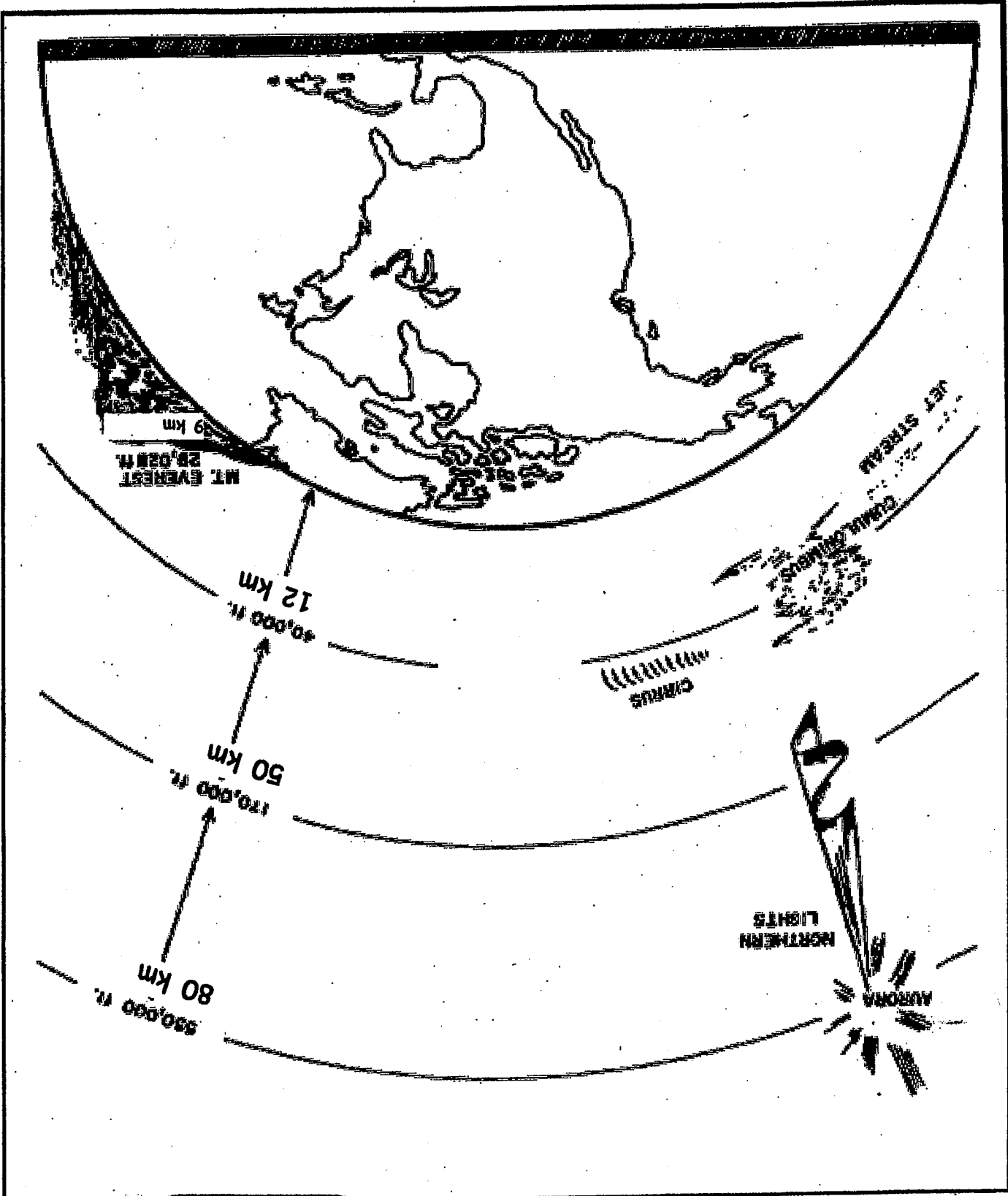
*3) What are the most common gases in Earth's atmosphere?

*4) Why is it important to protect the stratosphere?

*5) Why aren't there many meteors in the troposphere?

Layers of the Atmosphere Activity

Directions: Write the labels for each layer of the atmosphere on the diagram. Add pictures at the correct altitude. Use red and blue to color the temperature of each layer. Put an X where you live.



An Elevator to Space (www.fossweb.com)

User Name: **PerrysScience** Password: **ScienceRocks**

Using the Elevator to Space as a resource, find out what makes each layer of the Earth's Atmosphere unique and or similar to other layers. Include a sample /drawing of the particles

Distance from ground / Layer	Composition of Air	What do you see?	Other Info <small>Temperature / Particles sample</small>
0km <small>(Earth's Surface)</small> <i>Troposphere</i>	Oxygen ___ Nitrogen ___ Other: ___		
0.4km	Oxygen ___ Nitrogen ___ Other: ___		
0.9km	Oxygen ___ Nitrogen ___ Other: ___		
2.3km	Oxygen ___ Nitrogen ___ Other: ___		
5.3km	Oxygen ___ Nitrogen ___ Other: ___		
8.9km	Oxygen ___ Nitrogen ___ Other: ___		
11.0 km	Oxygen ___ Nitrogen ___ Other: ___		
20.0km	Oxygen ___ Nitrogen ___ Other: ___		
39.8km	Oxygen ___ Nitrogen ___ Other: ___		

85.0km	Oxygen ____ Nitrogen ____ Other: ____		
371.0km	Oxygen ____ Nitrogen ____ Other: _____ _____		

Explanation:

* The troposphere is a mixture of **nitrogen (78%)**, **oxygen (21%)** and other gases (1%) such as carbon dioxide and water vapor. This is known as “the weather layer”.

* The air is less dense as you move away from the Earth’s surface.

* Most of the atmosphere’s mass is found in the troposphere.

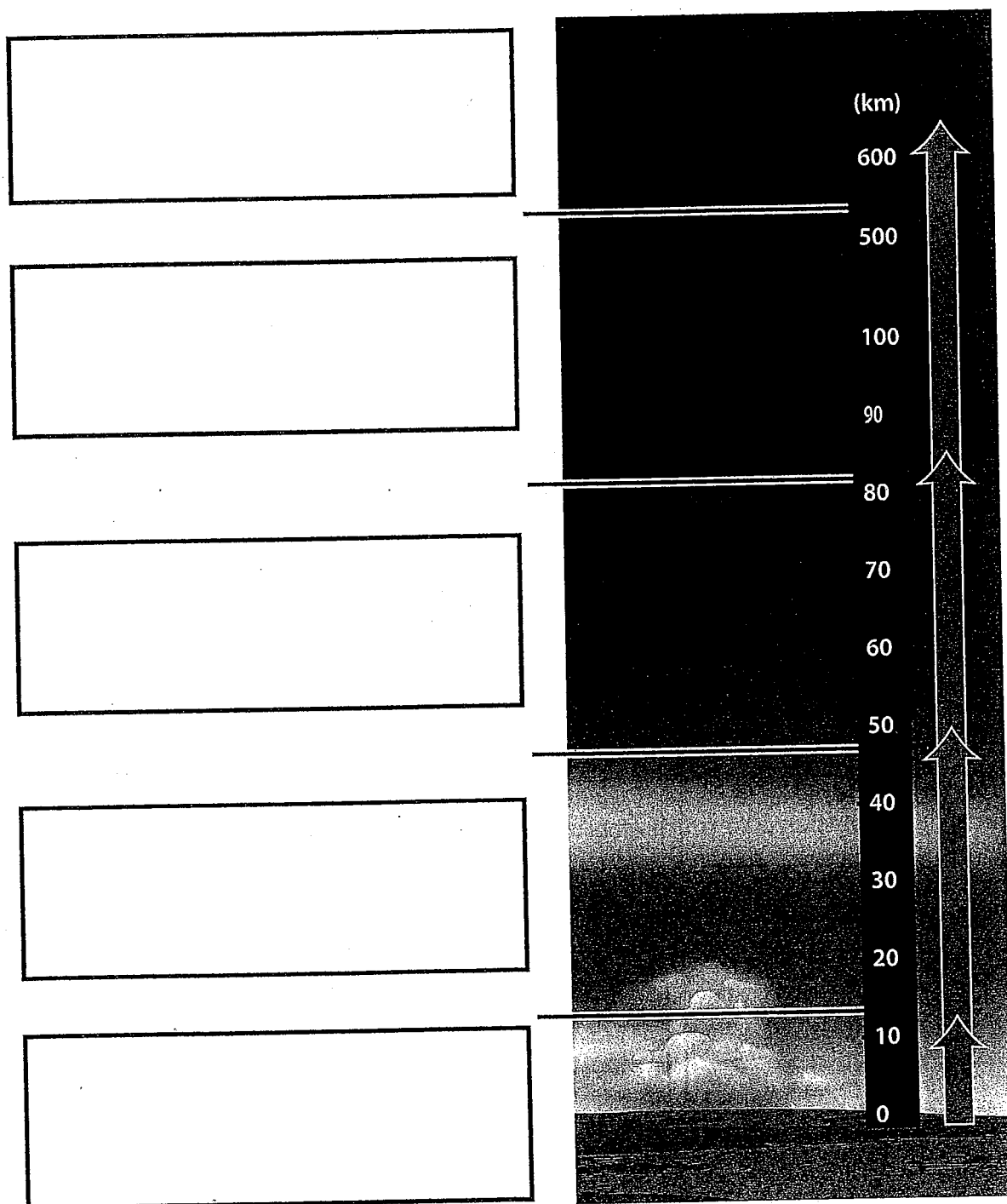
* The composition of the air changes as you move through the layers

- The **troposphere** is a mixture of _____ (____%), _____ (____%), and _____ (____%) such as: *carbon dioxide* and *water vapor*.
- The air becomes _____ as you move away from the Earth’s surface.
- Most of the atmosphere’s mass is found in the _____; the troposphere is where we _____ and where all _____
- The composition of the air changes as you move through the layers.

Layers of the Atmosphere

Pause and Review

Label each layer of the atmosphere and list some characteristics.





<https://spaceplace.nasa.gov/atmosphere/en/>

INTRO TO RATES

A rate is a specific Comparison of 2 quantities ^{*}with 2 different units! *

1. Let's practice finding a rate! Take your first and second finger and find your pulse either on your wrist or on your neck. When time begins, silently count the number of beats in one minute. Record your results below, and then exchange your results with two neighbors.

YOU		NEIGHBOR		NEIGHBOR	
BEATS	TIME IN MINUTES	BEATS	TIME IN MINUTES	BEATS	TIME IN MINUTES
91	1				

Ratio: $91:1$, $91/1$, $\frac{91}{1}$

Ratio: _____

Ratio: _____

Rate: 91 beats per min

Rate: _____

Rate: _____

$\frac{91 \text{ beats}}{1 \text{ minute}}$

Why is it beneficial to determine the rate of each person?

If we determine the rate it's easier to compare.

RATE

- A rate describes the comparison by $\frac{\cdot}{\cdot}$ of two quantities with different units.
division

Ex: miles per hour, dollars per pound

UNIT RATE

- The unit rate describes the amount per 1 or the rate when the denominator is one.

Ex: \$0.43 per pound, 40 miles per gallon



Complete the table by using the following information.

SITUATION	RATIO	UNIT RATE	RATE
2. Samuel can do <u>120 jumping jacks</u> in <u>two minutes</u> .	$120:2$ $\frac{120}{2}$	$\frac{60 \text{ jj}}{1 \text{ min.}}$	$\frac{120 \text{ jj.}}{2 \text{ min}}$
3. A large plane is able to cruise at <u>530 miles</u> <u>per hour</u> .	$\frac{530}{1}$	$\frac{530 \text{ miles}}{1 \text{ hour}}$	$\frac{530 \text{ miles}}{1 \text{ hour}}$
4. A babysitter gets paid \$80 for 4 hours of work.			

Rates can also be used to Solve problems and make predictions.

Use a tape diagram, a double number line, or a ratio table to answer the questions below.

5. Annabelle reads $\frac{3}{4}$ of a page/minute.

a. How many pages can Annabelle read in 20 minutes? 15 pages/20 min

$\frac{\frac{3}{4} \text{ page}}{1 \text{ min.}} = \frac{x \text{ pages}}{20 \text{ min}}$ $\frac{3}{4} \cdot \frac{20}{1} = \frac{15}{1}$

$x = 15 \text{ pages}$

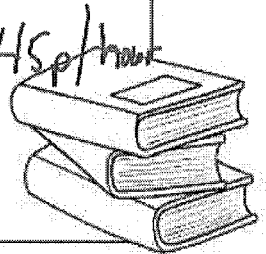
b. How long does it take Annabelle to read 45 pages? 45 p/60 min 45 p/hour

$\frac{\frac{3}{4} \text{ p}}{1 \text{ min}} = \frac{45 \text{ p}}{x \text{ min}}$ $\frac{3}{4}x = 45 \cdot 1$

$45 \cdot \frac{4}{3} = \frac{180}{3}$

$\frac{45 \cdot 4}{1 \cdot 3} = \frac{180}{3}$

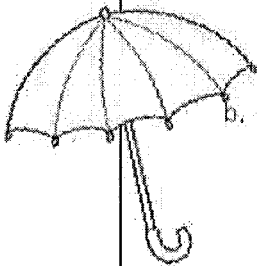
$x = 60$

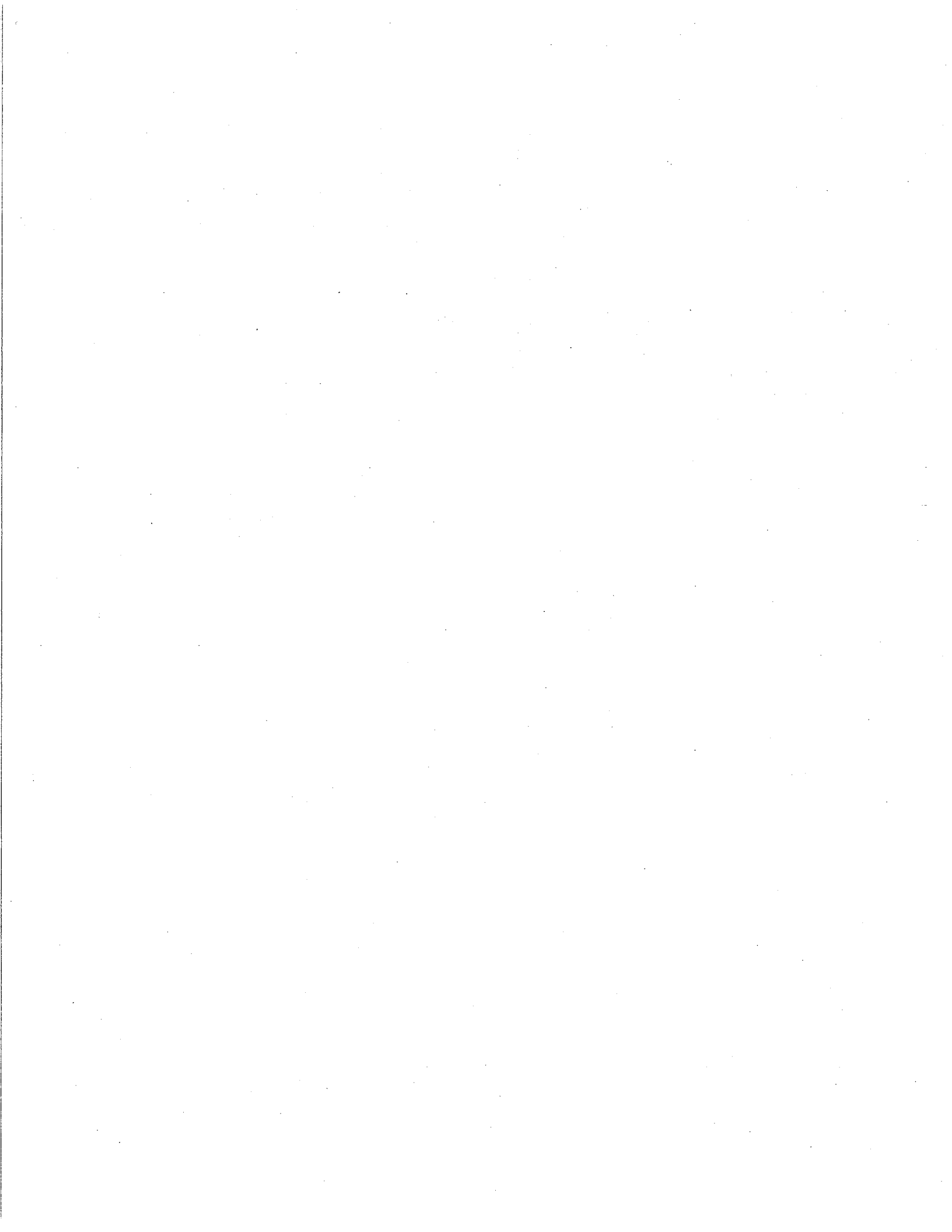


6. During a thunderstorm, the local news reports rainfall at $\frac{1}{2}$ of an inch/hour.

a. How much rain will fall if it continues for 8 hours? _____

b. How long will it take 6 inches of rain to fall? _____





INTRO TO RATES

During a PE fitness test, Coach Jaminez recorded each student's stats. Help him determine which students should be promoted to the next fitness level. Complete the information missing in the table below.

NICO	RATIO	UNIT RATE	HOW MANY IN 5 MINUTES?
78 sit-ups in 2 minutes			
42 push-ups in 3 minutes			

NATALIE	RATIO	UNIT RATE	HOW MANY IN 5 MINUTES?
87 sit-ups in 3 minutes			
26 push-ups in 2 minutes			

NELSON	RATIO	UNIT RATE	HOW MANY IN 5 MINUTES?
105 sit-ups in 3 minutes			
44 push-ups in 4 minutes			

In order to be promoted you must beat the following rates in both categories:

SIT-UPS: 35 SIT-UPS/MINUTE PUSH UPS: 12 PUSH-UPS/MINUTE

Who will be promoted? Justify your solution.

