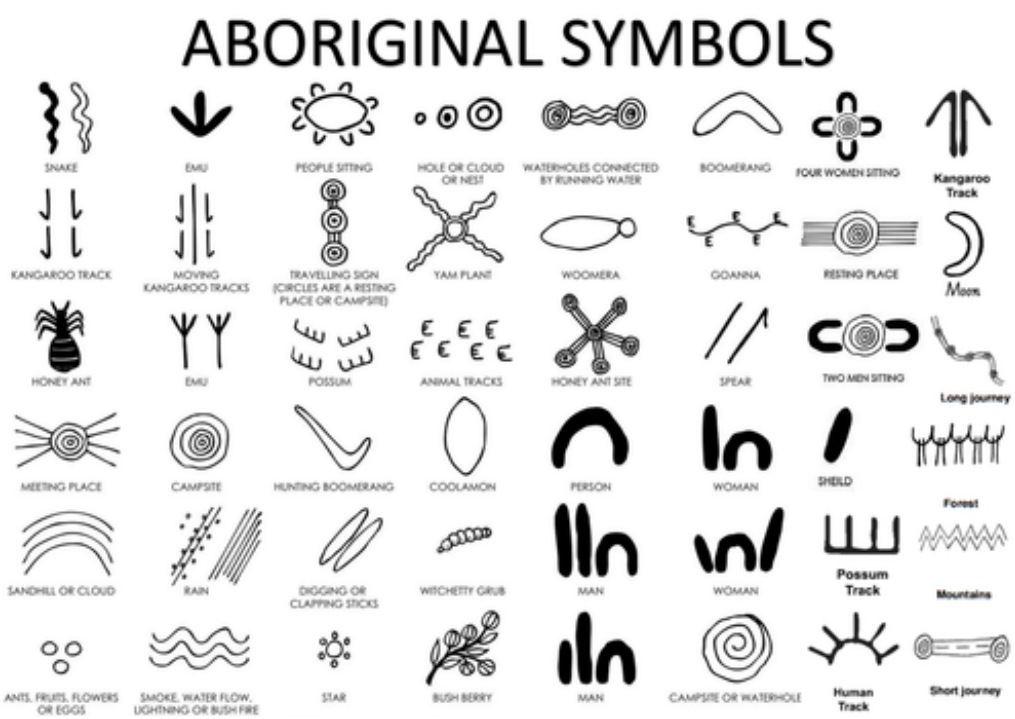
PROJECT: Make Aboriginal image from symbols and story art



What's the BIG IDEA?/Why am I learning this: Art Standards: (grade 5-8) **Anchor Standard 10**: Synthesize and relate knowledge and personal experiences to make art. Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine. **Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Reason effectively to understand the role of art as an essential aspect of history, society, culture and human experience.

Your Assignment: Create Aboriginal Story art by visually telling a story through symbols

You have been learning about Australia in Social Studies. We are going to extend what you have learned in SS class in the art room. We are learning about Aboriginal art in Australia and how to make an aboriginal piece of art. Aboriginal people do not have a writing system so they communicate through patterns and symbols. See the links below to learn about how/why Aboriginal people make their artwork. These art works are made through a series of symbols and include dots, cross hatching, maps of circles, spirals, lines and dashes which make up the long established picture language of Western Desert Aboriginal People.

How will you do this?: Let's Create Our Own Aboriginal Works of Art!!

Step 1: Please look at the links below before you start your project.
Step 2: Pretend you are living thousands of years ago and need to create a work of art for your ancestors.
Step 3: Choose at least 3symbols of the above (or attached sheet) Aboriginal symbols to create a storyline.
Step 4: On a piece of paper, write down the short story you are choosing to tell with your symbols. At least 3-5 sentences. **You will be including this when you turn in the art. Write me a message when you turn it in or include it in your photo.**
Step 5: On a blank sheet of paper, draw the 3 symbols that you have chosen, and create patterns to tell your story using different lines, dots, cross hatches, maps of circles, spirals, dashes, lines, etc.
Step 6: Once your lines are drawn, add color to them and/or glue down different colors of string or other materials over the lines to complete your work.
Step 7: Make sure all your lines are completely covered in neatly, and you are only using the same colors you would see in nature to complete you work if possible.
Step 8: Turn in your artwork AND the explanation of what the 3 symbols mean in your story.

Aboriginal symbols: https://www.kateowengallery.com/page/Aboriginal-Art-Symbols

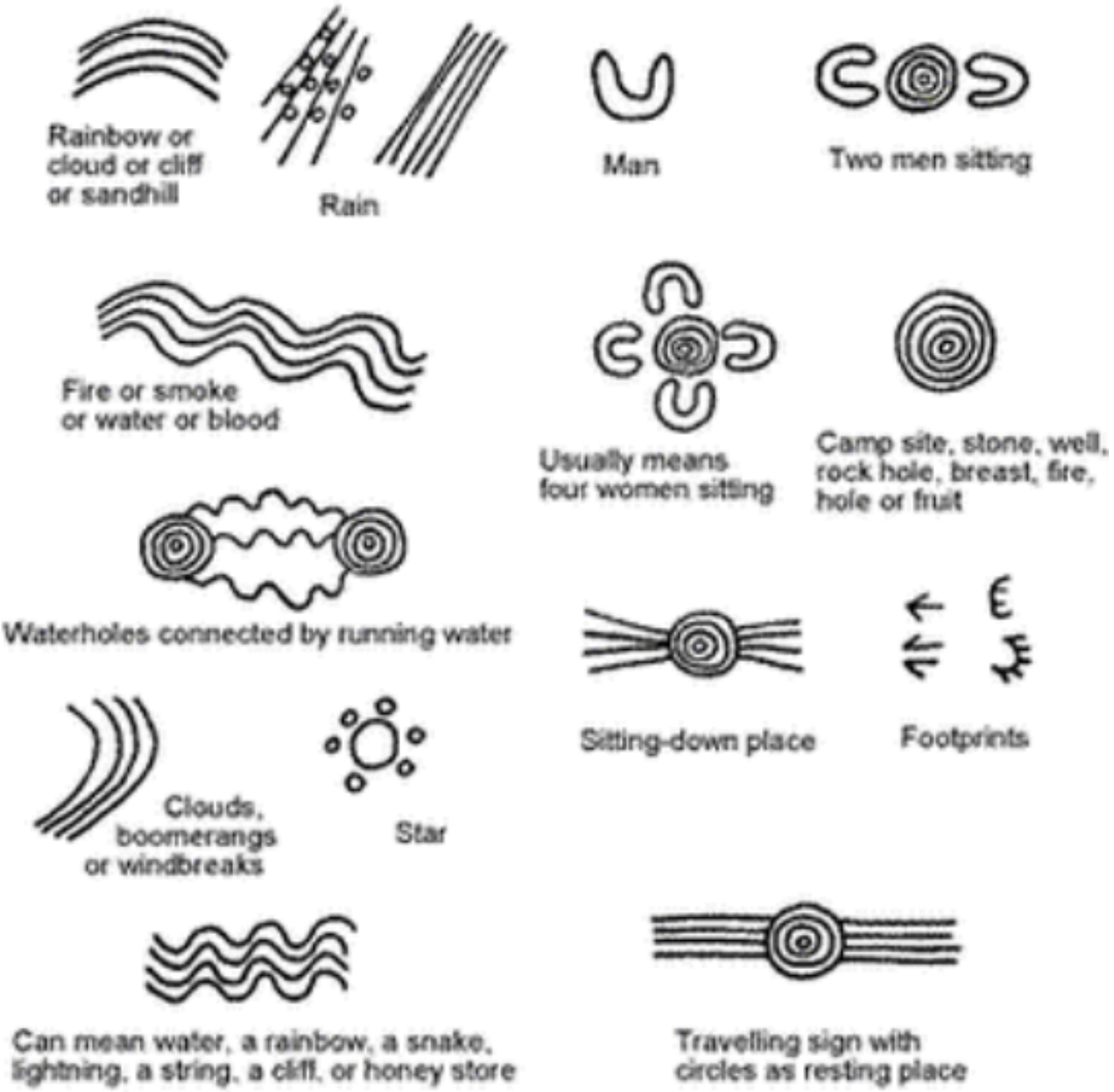
History of Aboriginal art: https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/

Facts about Aboriginal art https://www.kateowengallery.com/page/10-Facts-About-Aboriginal-Art

Materials: Paper, pencil, coloring materials, paint (optional) q-tips or paint brush (optional), glue & scissors (optional), string (optional) , Aboriginal symbol sheet (or internet search)

***How to turn in:** Take a photograph of your artwork and turn in via Google Classroom OR if you don't have access to Google Classroom, email it to Mrs. McCormick: jmccormick@kent.k12.md.us*

Aboriginal Symbols: You will be choosing at least three from what you see here and what you saw on the lesson page. Then build a story around those symbols and create your image.



PROJECT: Make an Australian Rain Stick with an Aboriginal design

What's the BIG IDEA?/Why am I learning this:

Art Standards: (grade 5-8) **Anchor Standard 10**: Synthesize and relate knowledge and personal experiences to make art. Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Reason effectively to understand the role of art as an essential aspect of history, society, culture and human experience.

Your Assignment: Make an Australian Rain stick with an Aboriginal design on it

A rain stick is a long, hollow tube partially filled with small pebbles or items that has small pins or branches arranged on its inside surface. When the stick is held up or down, the items fall to the other end of the tube, around the pins and thorns to make a sound like rain falling. The rain stick is believed to have been invented in Chile and was played because they believed that it could start rainstorms. Rain sticks are usually made from different long thin species of cactus. The cactus, which are hollow, are dried in the sun. The spines are removed and then hammered into the cactus like nails. Pebbles or other small objects are placed inside the rain stick to baffle the sound, and the ends are sealed. The sound is similar to falling water when the rain stick has its direction changed. Similar instruments can also be found in Southeast Asia, Australia and Africa, where it is often made using bamboo rather than dried cactus.

How will you do this?: For this project we are making functional art. We are going to construct a musical rain stick of our own. I don't think any of us have access to dried cactus or bamboo, so we will be using alternative materials that you can find at home. **Please see the Materials list below.** If you do not have the materials listed, think about what you can use to make this simple instrument. *If you have a difficult time, please ask me.*

Step 1: Use a paper towel tube or plastic wrap/foil paper tube and wrap a piece of paper around it to cover the entire tube.

Step 2: Gather items that are small and noisy like rice, dried beans, small rocks, dried pods, parts of pinecones, etc.

Step 3: Put one 6" piece of paper at the end of the tube and either tape it down or use a rubber band to secure it. You can cut the edge of the 6" paper to make fringe if you like.

Step 4: Add the **pipe cleaner made into a spiral** into the tube. If you don't have a pipe cleaner you can use a small branch that has other small branches on it and put it in the tube. Then add your noisy items. You will need about ½ cup (or more) of these noisy things.

Step 5: Put the other 6" piece of paper at the other end of the tube and secure it with tape or rubber bands. If you don't have tape or rubber bands you can use a hair tie or string (tied really tight).

Step 6: Since you learned about aboriginal designs earlier in the quarter, think of some of the native animals to Australia and use dots, cross hatching, maps of circles, spirals, lines and dashes to create that animal on the paper that you put on the tube. You can just draw/color or use paint if you have it. Put your finishing touches on it by adding some string around it for decoration (or a handle).

Step 7: After the paint has dried (if applicable) play your rain stick by gently turning it around. The noisy items should gently fall on the branch or pipe cleaners and make a soft rain sound. If you do not like the sound, open it up and add more/less noisy items or branches/pipe cleaners. **Have fun!**

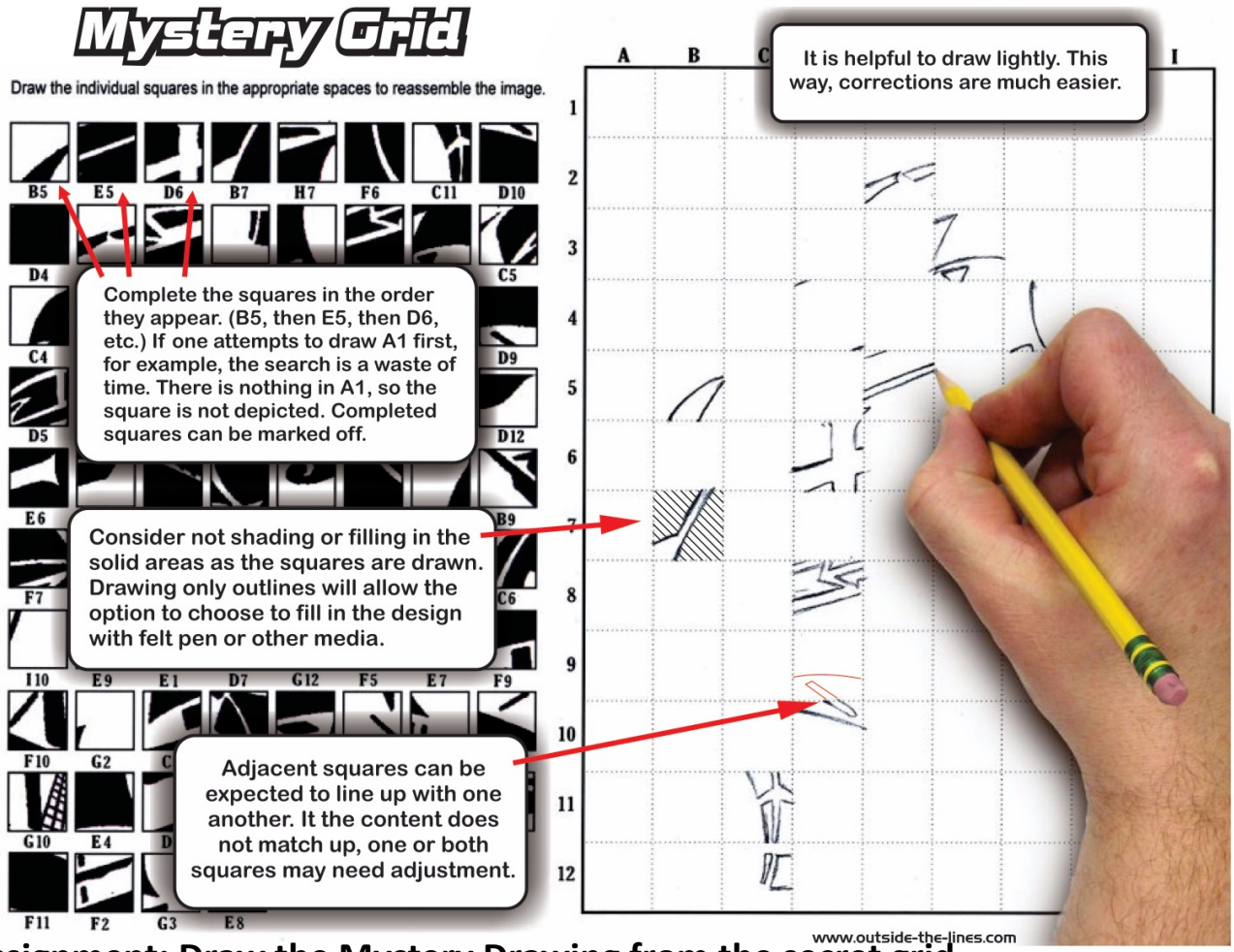
Here's a link about Aboriginal art if you need a refresher. https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/

Materials: Paper towel tube (or plastic wrap/foil core tube/Pringles can), 2 rubber bands or tape, 1 pipe cleaner that you can coil in a spiral or branch, small noisy things like pebbles, dried beans, rice, or dried cereal, etc., 2 6" squares of paper, string (optional).

How to turn in: Take a photograph of your artwork and turn in via Google Classroom OR if you don't have access to Google Classroom, email it to Mrs. McCormick: jmccormick@kent.k12.md.us

What's the BIG IDEA?/Why am I learning this:

Art Standards: (grade 5-8) **Anchor Standard 7: Perceive and analyze artistic artwork.** Analyze components in visual imagery that convey messages and compare personal interpretations.



Your Assignment: Draw the Mystery Drawing from the secret grid

This is a mystery drawing and I'm super excited for you to try it. You will not know what the final outcome will be unless you follow the directions. Usually when you are drawing on a grid you look at a picture with a grid on it and then look at each square and then draw what's in each square on a separate piece of grid paper.

For the mystery drawing you have a page that has grid coordinates and images with labels that have numbers and letters. You also have a separate piece of labeled grid paper that you will need to print out and do the drawing on.

How will I do this: **Step 1:** Print out the blank grid piece of paper. If you don't have a printer, use a piece of paper and a ruler to make your own grid on copy paper. **Step 2**: Look at the mystery grid page with the black/white images on them. Draw each of the images in the boxes on the blank piece of grid paper. Follow the order from the top left of the mystery grid page to the bottom right in order to keep the drawing a mystery**. See the above photo if you are having trouble understanding these directions.** **Step 3:** Take a photo of your completed mystery grid drawing when you are done with your name at the top.

Materials: paper, pencil, printer (ruler (optional)

How to turn in: ***Take a photograph of your artwork and turn in via Google Classroom OR if you don't have access to Google Classroom, email it to Mrs. McCormick: jmccormick@kent.k12.md.us***

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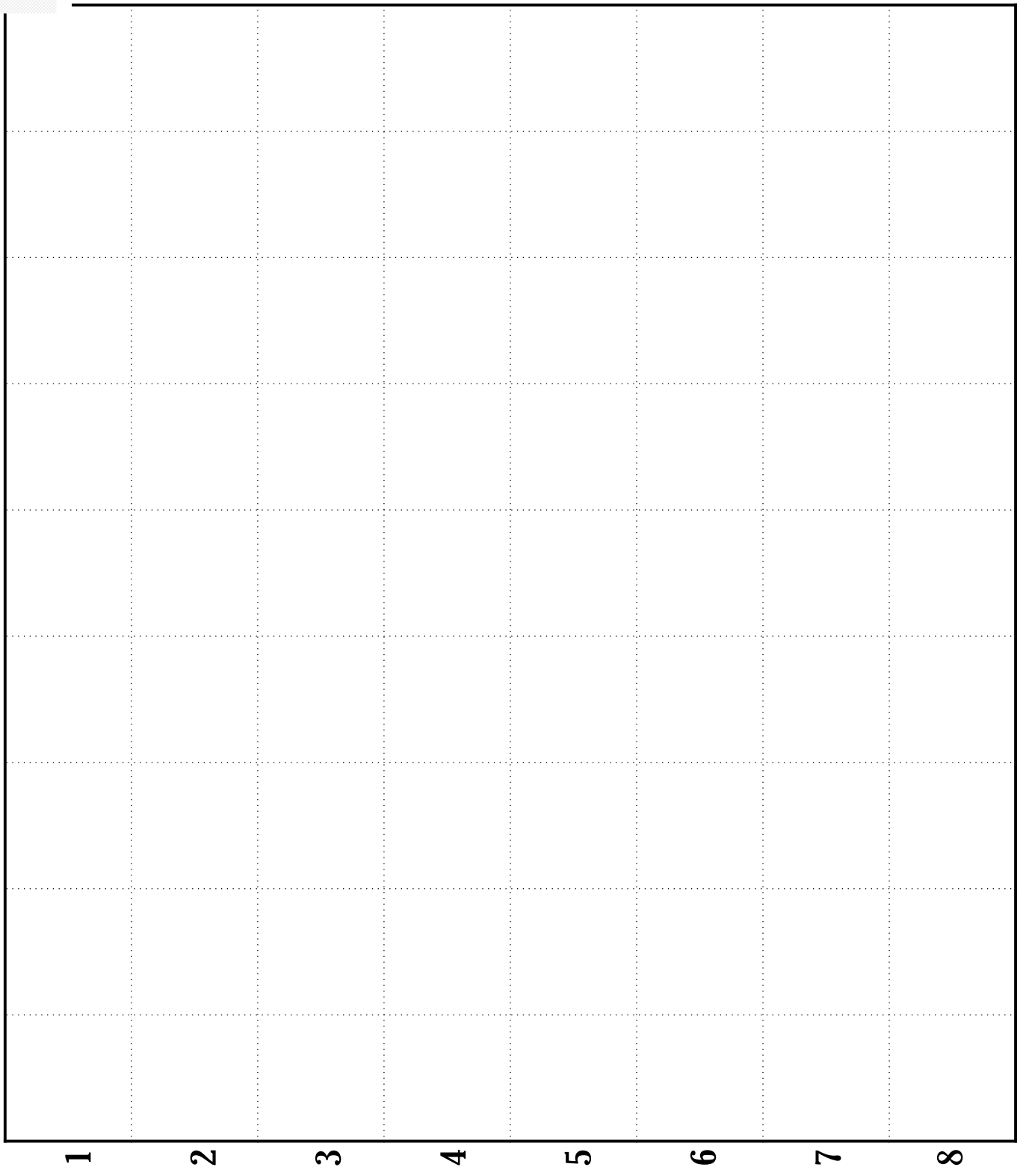
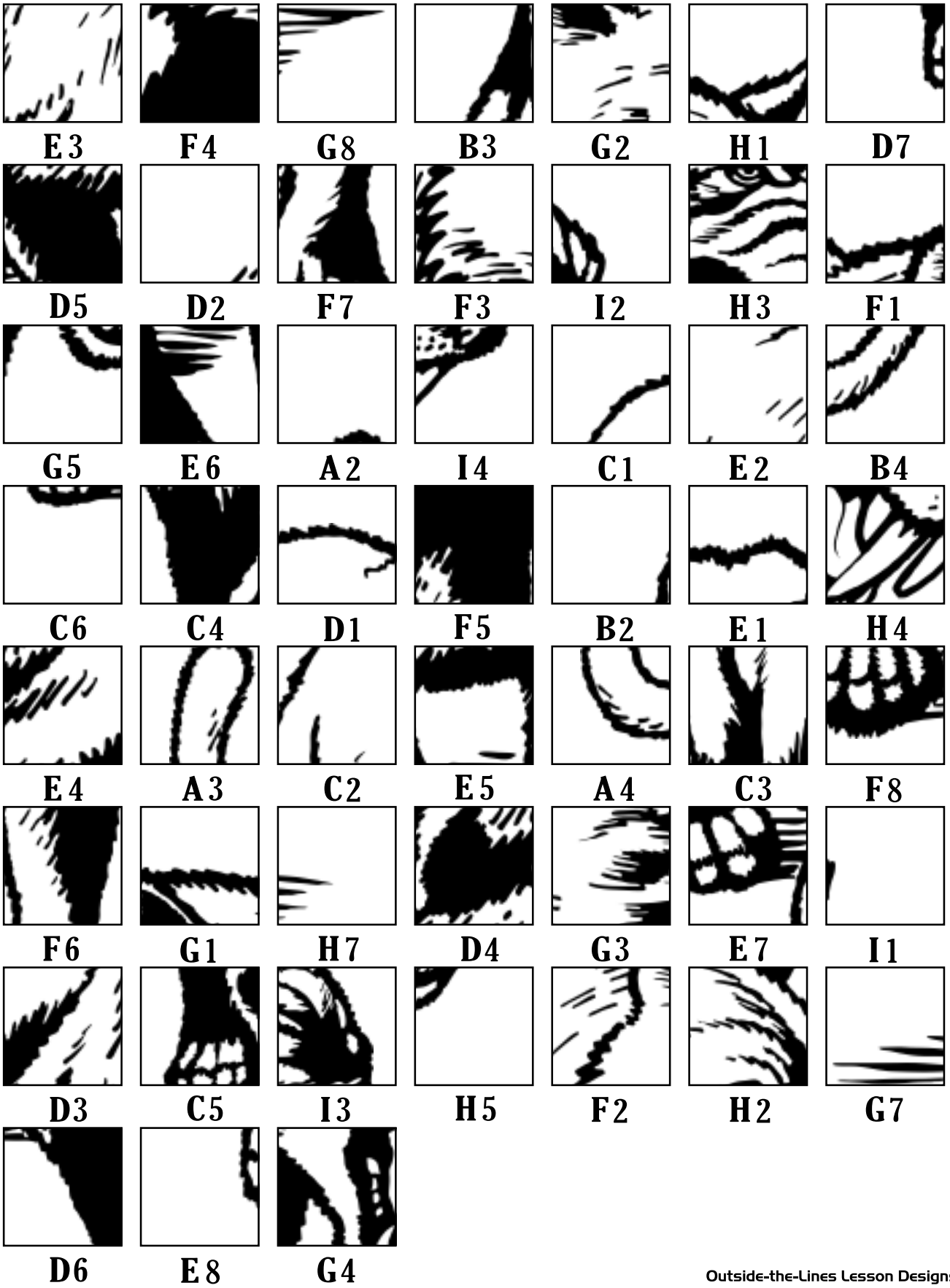
Please use the grid from the following page and match the letter and number coordinates.

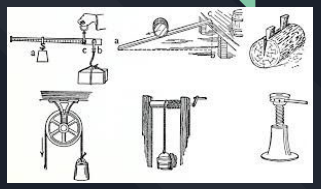


Mystery Grid

Create a 8x9 grid on a separate paper. Letter across the top A-I. Number down the side 1-8. Ideally, the grid will be erased later so avoid drawing dark. Reassemble the scrambled image using the coordinates beneath each square.



Simples Machines & Mechanical Advantage



An Exploration of the different Simple machines

- How they Work
- How to Calculate M.A

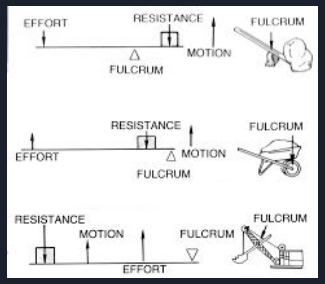
Learning Objectives

1) Identify the different types of Simple Machines
2) Pre Calculate a Simple Machine's Ideal Mechanical Advantage (IMA)
3) Follow Plans to create models of Simple Machines to test Actual Mechanical Advantage
4) Create a Complex Machine that uses 3 Simple Machines to Move a Large Load

Day 1 Starts Here

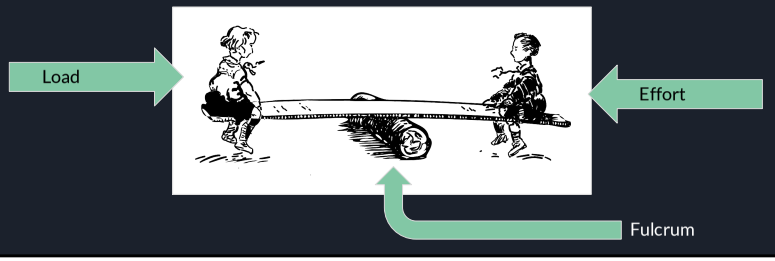
The Lever Contents:

- Exploring the Lever
  - Classes 1, 2, & 3
- Understanding Load, Effort, & Fulcrum
- Identifying the Load Distance and Effort Distance
- Calculating Ideal Mechanical Advantage
- Calculating Actual Mechanical Advantage



What is a Lever?

- A lever simply put, is a way of moving a load utilizing effort and a pivot point called the Fulcrum.
- The placement of the fulcrum decides your mechanical advantage
- An easy way to think about this, is the teeter-totter on the playground.

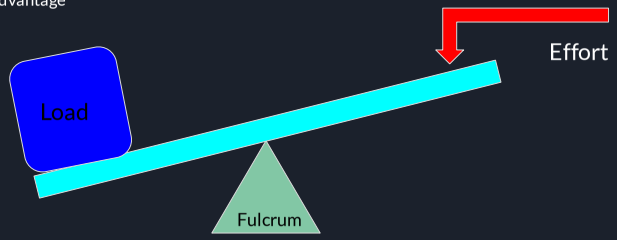


Different Classes of Levers

- What can change about a Lever is the Order of the components.
- The easiest way to figure out what class of Lever you're using is to see which component is in the middle.
- Depending on the Order, you are always trading between Distance of Power, you can't get energy for free!

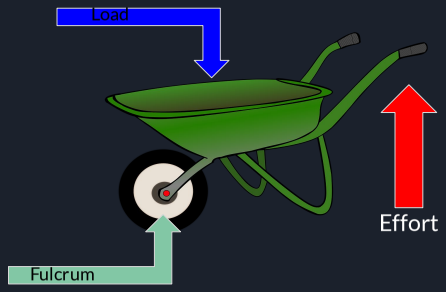
Class 1 Lever

- Class 1 Levers always have the Fulcrum in the Middle.
- You can change where it is between the load and the effort to change your mechanical advantage



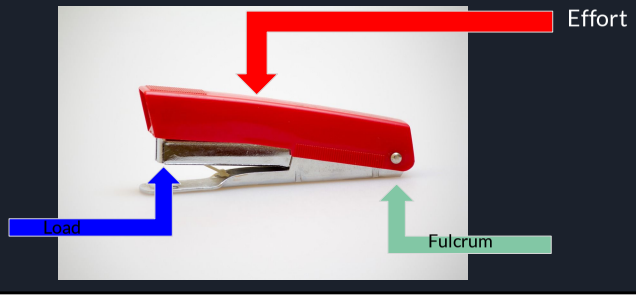
Class 2 Lever

- A Class 2 Lever has your Load in the middle
- An easy Example of this, is a garden wheelbarrow.



Class 3 Lever

- A Class 3 Lever has the Effort in the middle
- An easy example of a Class 3 Lever is the Stapler



Ideal Mechanical Advantage (IMA) Vs. Actual Mechanical Advantage (AMA)

- Ideal Mechanical Advantage is the Bonus Multiplier that a simple machine gives to your effort, based on PERFECT conditions
  - Ideal Mechanical Advantage is Calculated using DISTANCES
- Actual Mechanical Advantage is the determined Bonus Multiplier after a Simple machine has been tested in REAL WORLD conditions.
  - Actual Mechanical Advantage is Calculated using WEIGHTS
- Actual Mechanical Advantage can only be equal to or less than Ideal, but never greater.

Calculating AMA

- The formula for AMA is your Load weight divided by your Effort Weight.
- The AMA Formula is the same for EVERY simple machine!

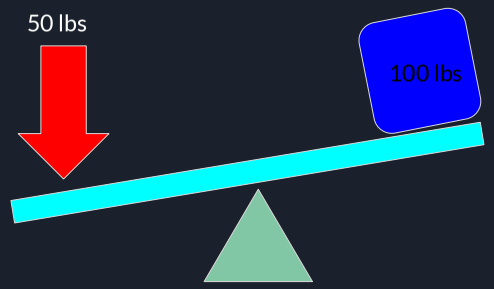
$$AMA = \frac{Load}{Effort}$$

Let's Do One Together... What Mechanical Advantage is being displayed in the Picture?

Step 4: Solve!

AMA = 2

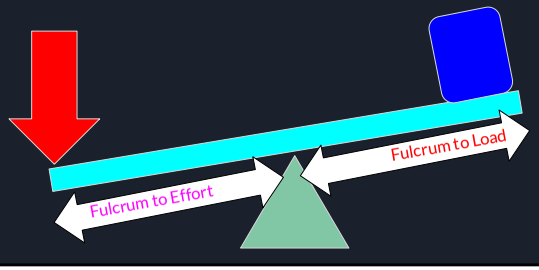
What this means, is for every 1 pound of effort you give, you will get 2 pounds back



Calculating IMA

$$IMA = \frac{\text{Fulcrum to Effort}}{\text{Fulcrum to Load}}$$

- IMA is calculated using data gathered by measuring the DISTANCE from Fulcrum to Load and Fulcrum to Effort
- The Formula for IMA is Distance from Fulcrum to Effort Divided by Distance from Fulcrum to Load

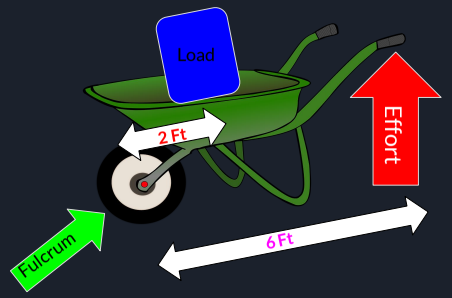


Let's Calculate the IMA of a class 2 Lever Together based off the picture!

Step 4: Solve!

IMA = 3

This means that for every 1 pound you put into effort, you get 3 pounds in your load!!!



Day 1 Stop

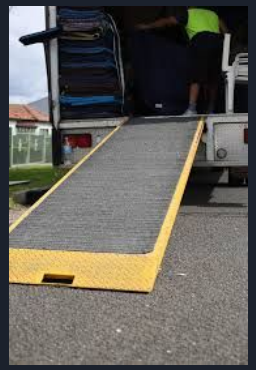
Congrats on finishing the slides for Day 1 of Simple Machines!

At this point you will start working on the activity sheet for Levers, along with working on building the Models using the Simple Machines Kit.

Day 2 Starts Here: Ramps

Ramp Contents:

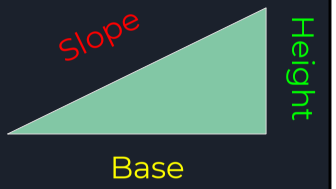
- Identifying the Parts of the Ramp
- Explaining ramps in Society
- Calculating IMA of a Ramp
- Calculating the AMA of a ramp (Review)



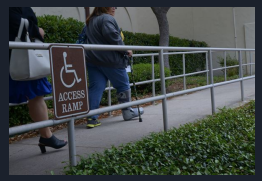
Parts of a Ramp

The Ramp has 3 major parts to them

1) Slope: This is the inclined plane part of the ramp. In math it is what is called "The Hypotenuse". It is ALWAYS the longest side of a ramp and a right triangle!
2) Height: This is how high the ramp will go once your load reaches the end of the slope.
3) Base: This is how much room the ramp takes up on the ground.



Why Ramps Work



Ramps work on the principle of Trading off Distance for Power.

Think about it this way. If you wanted to lift a 200 lb Refrigerator 5 feet up. Without help you would have to pick all 200 lbs of it up 5 ft straight up.

With a Ramp though, you might only need to push it up using 50 lbs, but you would need to push it 20 ft instead of the 5 ft.

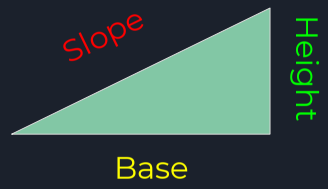
You made the object lighter, but you know have to increase your distance.

This is why they are so important in our community with Wheelchairs. Ramps make it so people don't have to work as hard to get up into a building!

Calculating IMA of a Ramp

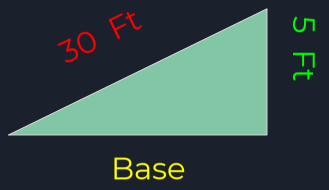
The Formula for Calculating IMA of a ramp is...

$$IMA = \frac{\text{Slope}}{\text{Height}}$$



Let's Do One Together!

Step 4: Solve!!!

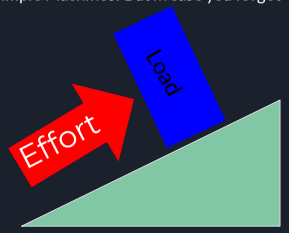


IMA = 6

This means that for every pound you can push, it would become 6 pounds using this ramp!
So if you could only push 25 pounds, with this ramp you could push a 150 pound object!

AMA on a Ramp

- Remember, calculating AMA is the same for ALL Simple Machines! But in case you forgot revisit Slide #11



$$AMA = \frac{\text{Load}}{\text{Effort}}$$

Day 2 Stop!!!

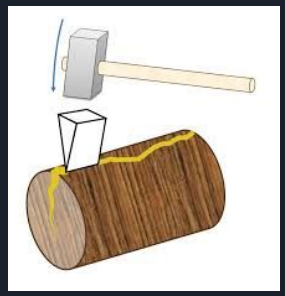
Congrats on finishing the Slides for Day 2 Ramps!

At this point you may do the activity and Labs assigned for Ramps!

Day 3: Wedges

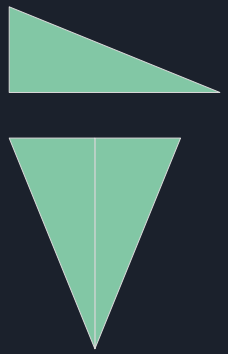
Wedge Content

- Exploring the Relationship between wedges and Ramps
- Wedges in Society
- Calculating IMA of a Wedge
- AMA of a Wedge



Wedges and Ramps are Totes BFF's!

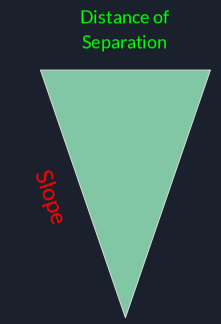
- A wedge and a Ramp aren't that different from each other. Consider the Ramp to the right.
- Now turn the ramp 90 degrees...
- Now add a 2nd Ramp...
- Now put them together, and you've made a Wedge!!!



Identifying the parts of a Wedge

A Wedge has 2 Major Parts to it.

1) Slope: This is the angled edge of the Wedge that will be driven down into an object
2) Distance of Separation: This is the part of the Wedge that you will apply your effort to, usually by hitting it with a hammer or mallet. It is also the distance you want to split the object apart!



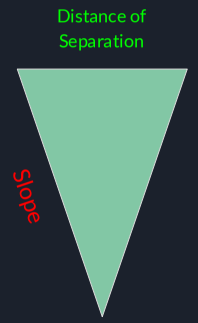
Wedges in Society

- Wedges are maybe the most common Simple machine that people use everyday, and almost never consider it!
- Think about when you sit down to eat dinner. You probably have a fork, spoon, and knife. The knife and Fork both use Wedges to help you cut and pierce food easier.
- Even on humans, we have 4 teeth called our Canine Teeth, they are a tooth that is wedge shaped to help us rip and tear meat. That's why herbivores (Plant eating animals) don't have K-9 Teeth! CRAZY!!!

Calculating the IMA of a Wedge

The formula for calculating the IMA of a Wedge is...

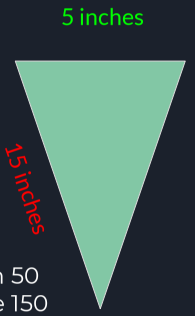
$$IMA = \frac{\text{Slope}}{\text{Distance of Separation}}$$



You know the Deal, Let's Do one Together!

Step 4: Solve!

$$IMA = 3$$



This means if you hit the 5 Inch Side of this Wedge with 50 pounds of force, the Point on the other end would have 150 Pounds of Force!!!

DAY 3 Wedge: Stop

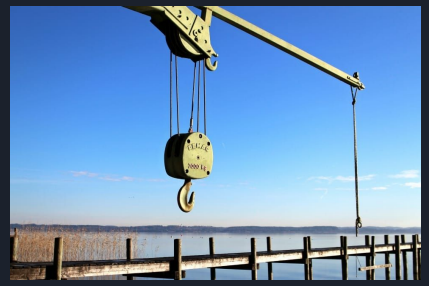
And that's all she wrote on Wedges!!!!!

At this point you may start working on the activity and the Lab!

Day 4: Rope and Pulley

Rope and Pulley Content:

- Rope and Pulley Info
- Rope and Pulley in Society
- Calculating Lift Distance
- Calculating IMA



What Makes the Rope and Pulley Special?

- Pulleys are unique among Simple Machines, because of their compact design, they are a real space safer
- A single pulley with a rope actually provides NO Mechanical Advantage, what it does do is provide a change in directional force. This means you can lift an object up, by pulling your end of the rope down.

- The Pulley System this woman is using gives NO Mechanical Advantage!
- If she wants to lift herself, she will need to pull equal to her full weight.
- It DOES make it so she can pull down on the rope in order to lift herself up. This is called a Change of Directional Force

Pulleys in Society

- As mentioned before Pulleys are special because of their compact design, meaning when you don't have much space they are your best choice.
- This is why they are so popular on boats and ships. Space is limited on them, so if you need to create mechanical advantage, they are the best choice.
- A When 2 pulleys are used together, it becomes what's called a Block and Tackle system

Here in Maryland where we have a large boating community, this is a very common things to see on a boat.

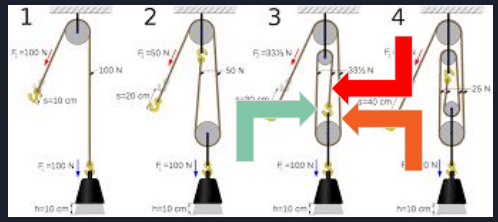
Calculating a Pulley Systems IMA

- There actually is no "Math" for calculating a pulley systems IMA. Instead what you do is Count the number of rop segments used in the system.
- However make sure you DON'T include the Rope you pull on

Let's Count the rope segments on #3.

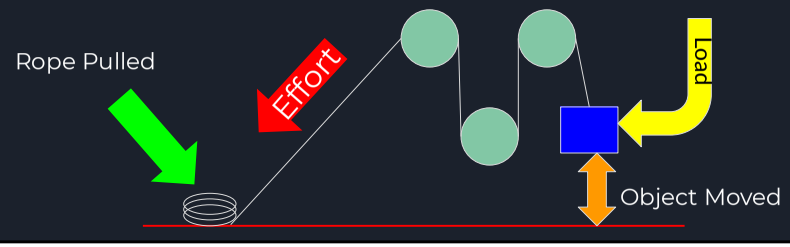
There are 3 Rope segments, notice we didn't include the part of the rop we pull on.

So this Pulley has an IMA of 3!



Let's Not Forget the Rope

- As you saw from the last slide, in order to increase IMA, you need to wrap the rope around the Pulley. So, you are going to need a lot of rope!
- Also, remember Simple Machines work off of Trade Offs, in Order to lift heavy items with less effort, you will need to pull more rope, and the object won't move as much.

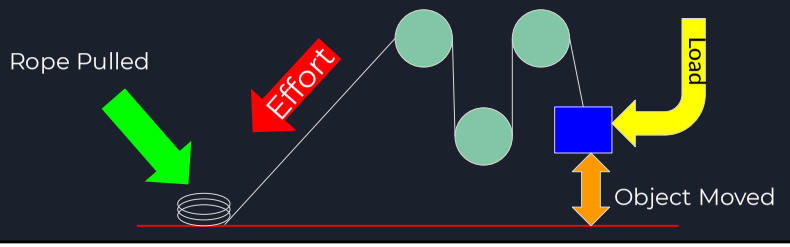


Calculating Rope

Rope Pulled = IMA x Object Moved

or

Object Moved = Rope Pulled / IMA



Let's Do One Together

How Much Rope needs to be Pulled to move the object 30 Ft?

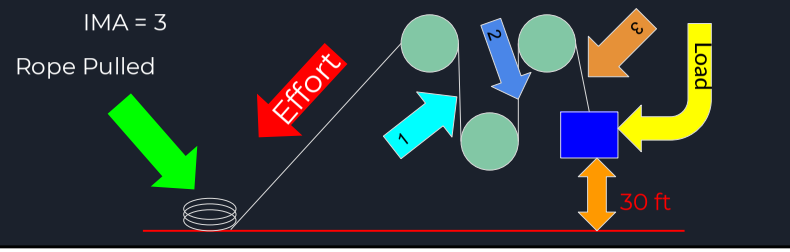
This means you would need to Pull 90 feet of Rope in order to lift your Object 30 Feet off the ground

Step 4: Solve!

Rope Pull = 90 feet

IMA = 3

Rope Pulled



Let's try it the other way!

How far will we our object move, if we pulled 150 feet of Rope

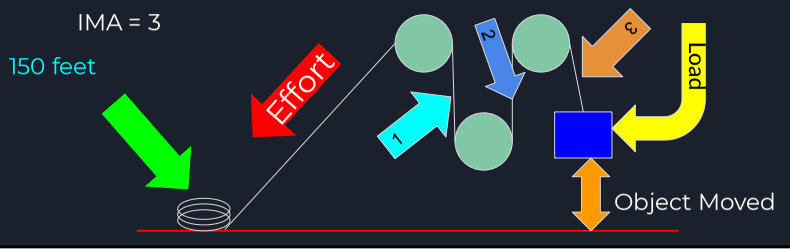
This means that if we pulled 150 feet of rope on this Pulley system, our object would be lifted up 50 feet!

Step 4: Solve

Object Moved = 50 Feet

IMA = 3

150 feet



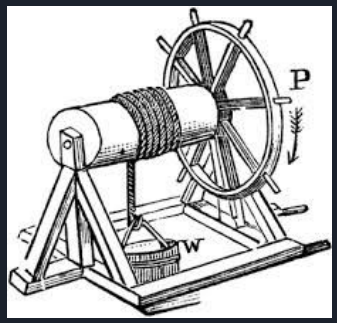
Day 4: Pulleys Finished

If you have any questions on Pulleys Still, Let me know. Otherwise, you may start working on the activity and lab!

Day 5: Wheel & Axle

Wheel & Axle Content

- Wheel & Axle in Society
- Identifying the Parts of the Wheel and Axle
- Special Vocab for Wheel and Axle
- Calculating IMA

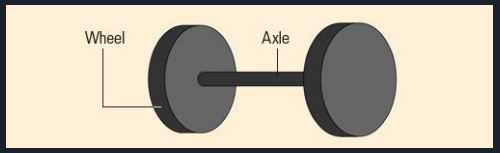


Wheel and Axle in Society

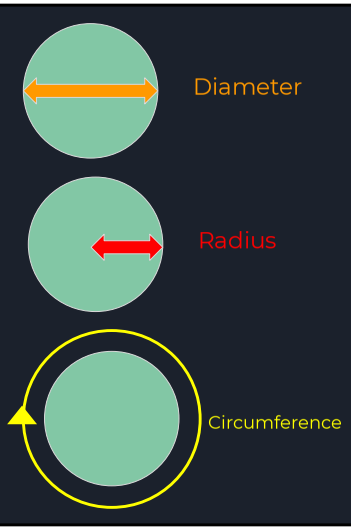
- Like the Wedge, the Wheel and Axle (WaA) is so common, you might not even realize how many you use in a day
- The basic idea is that a large wheel is attached to a small axle. You turn the big wheel (which is easy) but in return you have to travel a longer distance.
- Think about riding a bike, when you go uphill and you want it easier to peddle, you use a larger sized gear. But on Flat areas you move to a harder smaller gear.

Parts of the WaA

- Wheel: The part of the System which you apply your effort to when you want to use this simple machine
- Axel: The part of the system that your load is attached to.



Important Vocab to Know!



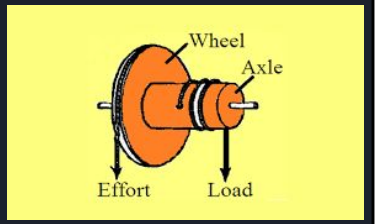
When Dealing with Wheels and Axles, you need to know these common terms…

- Diameter: The Distance from one edge of a circle to the other, while passing through the center
  - The bigger the difference between the Wheels Diameter and the Axles Diameter, the greater the IMA
- Radius: The Distance From the Center of a circle to the Edge
- Circumference: The distance to travel around the edge of a Circle

IMA for a Wheel and Axle

The Formula for WaA is...

$$IMA = \frac{\text{Diameter of Wheel}}{\text{Diameter of Axle}}$$



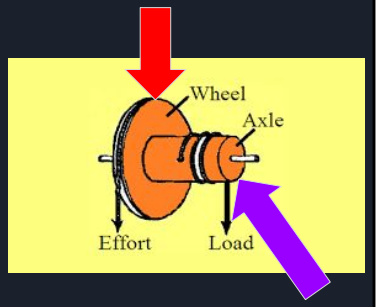
Let's Do One Together

Diameter = 15 in

Step 4: Solve

IMA = 3

This means with 10 pounds of effort turning the wheel, you could lift a 30 pound object attached to the axle!



Diameter = 5 in

Day 5 WaA Done!

Congrats on Finishing 5 Different Simple Machines. You way now start working on your Lab and activity! Be ready for Tomorrow! You will be building a Complex Machine that uses multiple Simple Machines tied together. This is how we achieve amazing feats of strength!

Computer Skills Work for Weeks 4/27, 5/4, & 5/11

(Must have Computer with Internet Access!!!!!

• **Week of 4/27:** We will be starting Photoshop this week! We will be using their free online version which can be found at www.photopea.com. For this first week, we will be learnign the basics of importing a picture, and using the **Clone Stamp Tool**. At which point we will save our work and upload it to our classroom. From here on out we shouldn't be sending emails to Mr. King. A tutorial video on how to do this will be uploaded on Monday, no later then noon. I will be discussing how to do certain things while I demo photopea. Also, if you get stuck, during my office hours Tuesdays and Thursdays from 1pm-2pm, I can help you live using Zoom!

• **Week of 5/4:** This week we will be doing a black and white and color blend on Photopea! It's a neat affect that offers more control than your regular phone apps! Same as before, I will upload a tutorial that Monday, and be available to help during Open Office Hours.

• **Week of 5/4:** This week we will be making our own money It requires taking parts from 2 pictures and blending. Same as before, I will upload a tutorial that Monday, and be available to help during Open Office Hours.

Levers Homework

Answer each question to the best of your ability. Feel free to use calculators, scrap paper, and slides to help you.

* Required

1. Email address *

2. Name: *

3. What are the 3 sub classes of Levers, and briefly describe how they are different then each other * 3 points

4. What does IMA stand for, and what information does it use to solve for it * 2 points

5. What does AMA stand for, and what information does it use to solve for it * 2 points

6. Why might IMA and AMA not match perfectly in a real life scenario? * 1 point

7. A crowbar would be classified as what type of lever? * 1 point

Mark only one oval.

- Class 1
- Class 2
- Class 3
- Class 4

8. Using a Broom uses the motion of what type of Lever? * 1 point

Mark only one oval.

- Class 1
- Class 2
- Class 3
- Class 4

9. A wheelbarrow is an example of what type of Lever? 1 point

Mark only one oval.

- Class 1
- Class 2
- Class 3
- Class 4

10. Brad wants wants to lift a rock out of his lawn that weighs 600 lbs., he can push with 150 lbs worth of effort. What is the AMA that Brad needs to produce to lift the rock? * 1 point

11. Now that Brad knows his AMA needed, he goes and gets a 25 Foot metal bar to help him. Where should he place the fulcrum to produce the needed AMA? (Hint: use 2 numbers, example 10 ft, fulcrum, 15 ft * 1 point

12. Natalie is bringing in Firewood in a 5 ft wheelbarrow. She can only lift 40 lbs though. What is the heavies load of wood she can bring in? * 1 point

13. Ace is going fishing with his 8 foot rod. When he holds his rod, he has 1 hand at the bottom and the other 12 inches above it. He just caught a fish this is pulling with 20 pounds of force. How hard does Ace have to lift to pull this fish in, so he can eat this fish. * 1 point

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Ramps Homework

* Required

1. Email address *

2. Name *

3. What 2 parts of a ramp dictate the the Mechanical Advantage? * 2 points

4. What math formula would we use if you need to find slope, and only knew your height and ground distance? * 1 point

5. If you needed to push a 1,250 lbs object using only 125 lbs worth of effort, how much MA would you need? * 1 point

6. Declan built a ramp that has a slope length of 23 feet, and it is 6 feet tall. What MA does his ramp offer him? * 1 point

7. Megan has to push a stage prop up on to the stage that is 5 feet of the ground. The prop weighs 675 lbs, and she can push for 100 lbs. How long is the slope of the ramp she needs * 2 points

8. Shields is building a ramp at the VA hospital. She wants it to be possible to push 750 lbs using only 75 lbs of effort. The front door to the VA is 7 feet from the sidewalk. How much room is she going to need ON THE GROUND? * 3 points

9. Light has built a ramp that has a slope 7 feet and is 4 feet tall, How much space does it take up on the ground? * 2 points

10. How much Effort would Ellie need to push a 2,000 lb object up a ramp that has a 19 foot base and is 7 feet tall? * 3 points

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Google Forms

Wedge HW

Answer each question to the best of your knowledge. Note these are reviewed by me so don't trust the score you get back!

* Required

1. Email address *

2. Name *

3. To calculate the Mechanical Advantage of a wedge, what 2 pieces of information do you need? * 2 points

4. What are 2 everyday items you use that utilize the Mechanical Advantage of a Wedge? * 2 points

5. Which type of angle increases your mechanical advantage of a wedge * 1 point

Mark only one oval.

- Obtuse Angle
- Acute Angle
- Right Angle
- Equilateral Angle

6. A wedge has Slope length of 5 inches and a back end of 3. What is its MA? * 1 point

7. Jared owns 2 wedges. the 1st has a slope of 9in and a back end of 4in. The 2nd has a slope length of 15in and a back end of 5in. Which one would Jared use to get the most return on his Effort? * 2 points

8. Brooke has a Wedge that has a slope Length of 22 inches, and a back end of 7 inches. She can swing with the force of 85 lbs. What's the hardest resistance object she can cut? * 2 points

9.

10. Cody is cutting wood that has a splinting resistance of 800 lbs, he can hit with 180 lbs worth of force. However, Cody's aim isn't so awesome, so he has a back end on his wedge that is 11 inches. What is his wedges slope length? * 2 points

11. Tae has a wedge that has a slope of 11 inches and a back end of 3. Tae can also swing for 75 lbs. Jack has a Wedge that is 9 inches of slope, and 5 inches on the back. He can swing for 145 lbs. Who can split the harder object? * 3 points

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7th Grade- Media/ Technology Name:_____ **Due: 4/15/20**

Dewey Decimal System Review

000-099 General Reference: Reference materials, Encyclopedias, Dictionaries
100-199 Philosophy: Humankind, Thinking of the Mind, Psychology, Ghosts, Logic, Ethics
200-299 Religion: Religions, Mythology
300-399 Social Science: Government, Laws, Education, Politics, Careers, Military, Fairy Tales
400-499 Languages: Different Languages (English, Russian, Chinese, Spanish, Japanese, etc.)
500-599 Science: Mathematics, Animals, Planets, Space, Rocks
600-699 Useful Arts: Technology, Medicines, Cooking, Pet Care, Transportation, Agriculture, Gardening, Engineering
700-799 Fine Arts: Art, Music, Sports, Crafts
800-899 Literature: Plays, Short Stories, Poems, Literature
900-999 Geography and History: History, Travel, Different Countries, Geography

Read the following topics. Decide what Dewey Decimal number will help you find a nonfiction book on the topic and write the number on the line.

1. _____ a book on angle relations, acute and obtuse triangles
2. _____ a book about Australia
3. _____ a book about ocean life
4. _____ a book about John F. Kennedy
5. _____ a book about exploring space
6. _____ a book about human impact on animal life
7. _____ a book about drawing kangaroos
8. _____ a book about global warming
9. _____ a book about koala bears
10. _____ a book about the Great Barrier Reef
11. _____ a book about how to speak English
12. _____ a book that describes the geography of Australia
13. _____ a book about the sport of soccer
14. _____ a book about building a spaceship
15. _____ a book about Australian fairy tales

7th Grade Media Name: _____ **Due: 4/22/20**

Thinking Critically about Research Topics

Thinking critically is when you question what you read and you really think about what you have read. You have to decide if the author who wrote the information is creditible and knowledgeable of the topic and content. You need to decide for yourself which source of information will provide you the best information for your research. You also need to narrow your topic to a specific topic or your topic will be too broad.

Answer the following questions about how to evaluate research data.

1. You are writing a paper about smoking and its health risks. Which choice is the most reliable source about this topic?
    - A. _____ A medical journal, Tobacco Control
    - B. _____The Kent County News newspaper
    - C. _____An interview with a pediatrician
2. You are writing a research paper about tigers, but you have a few topics topics that are too large and you need to narrow them down. Which of these is the narrowest topic?
    - A. _____Wild Cats
    - B. _____Animals
    - C. _____Siberian Tiger
3. You are writing a paper about how a company is run correctly. Who would be your best source of information?
    - A. _____a secretary
    - B. _____The President of the Coca-Cola Company
    - C. _____an employee of a company
4. You are writing a research paper on wolves. You need to be more specific with your topic. What is the most specific and narrowest topic about wolves?
    - A. _____Wolves in Yellowstone National Park
    - B. _____Wild dogs
    - C. _____Grey Wolf
5. You are writing a research paper about skin cancer. What would be your best source of information?
    - A. _____a cancer pamphlet from a doctor's office
    - *B.* _____a medical book, Dermatology for Advanced Practice Clinicians
    - C. _____a patient who has lung cancer
6. You are writing a research paper on sleep disorders. What would be your best source of information?
    - A. _____Journal of Sleep Disorders and Therapy
    - B. _____a psychologist
    - C. _____a book on what dreams mean

The Koala Search

Chris Jozefowicz

WR News heads down under to find out what scientists are doing to save Australia's koalas.

Koalas are pictured everywhere in Australia-on cleaning products, on boxes of chocolate, on sports team jerseys. Yet the animals live only in pockets along the east coast.

The **marsupials** once inhabited the entire coastline. (A marsupial is a mammal that typically carries its young in a pouch.)

The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

By the early 1900s, "koalas were basically shot out of south Australia," says **ecologist** Bill Ellis. An ecologist is a scientist who studies the relationships among living things and their environments.

I recently joined Ellis and his team in a forest on St. Bees Island, 19 miles off the northeastern coast of Australia, with eight other volunteers. The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent.

Tree Tags

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Photo by Chris Jozefowicz

The volunteers combed the island for koalas in the blue gum trees. When we found a koala, we gathered information about the trees in the area.

Blue gum is a species of eucalyptus tree in which the furry leaf eaters spend most of their time. Eucalyptus trees are native to Australia, and their leaves are the main food source for koalas. Although koalas can walk on the ground, they are better suited for life in the **canopy,** the high cover of branches and leaves in a forest.

Goat Trouble?

What has Ellis's research told him so far? The St. Bees population seems to be healthy. Yet Ellis wonders whether the koalas might be heading for hard times. The island is overrun with wild goats, and Ellis thinks the goats are eating the small blue gum trees.

Without those trees, the koalas will run out of food in the future. Ellis hopes more research will help him understand how to protect the blue gums-and the koalas that depend on them. "I think that's what everyone is trying to do-to make a difference," Ellis says.

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Name: _____ **Date:** _____

1. Though koalas can walk on the ground, they are better suited for life

A. on islands off the northeastern coast

B. in the high cover of branches and leaves in the forest

C. by the coastline

D. inside of the blue gum tree

2. How does the author organize the information in this passage?

A. The author provides details about the unusual nature and habitat of koalas.

B. The author compares the arguments for and against koala rescue.

C. The author describes a current problem and investigates research on solutions.

D. The author combines fiction and nonfiction information about koalas to explain their popularity in Australian society.

3. What can be inferred from the information in the second paragraph regarding koalas being "pictured everywhere" in Australia?

A. Koalas have been found to be good advertisements for products.

B. Koalas are dying out, so pictures are difficult to find.

C. Koalas are well-liked across Australia.

D. Many ecologists are trying to save the koalas.

4. Read the sentence:

"The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent."

What words could best replace the phrase "yielding findings" in this sentence?

A. producing discoveries

B. giving treasures

C. giving away materials

D. making way for discoveries

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5. What is the main idea of this passage?

A. Researchers and volunteers are researching koala habitats, many of which have been destroyed.

B. Bill Ellis studies marsupials and their habitats in order to ensure that koalas and wild goats can live harmoniously.

C. Koalas are very unusual, carrying their young in a pouch and inhabiting only the east coast of Australia.

D. Koalas are an Australian treasure, pictured on items in the grocery store and on sports team jerseys.

6. Explain the connection Bill Ellis made between wild goats and koalas. Use evidence from the text to support your answer.

7. Read the sentence:

"The volunteers combed the island for koalas in the blue gum trees."

Explain what the author means by writing that the volunteers combed the island. What does the choice of the word "combed" tell you about the volunteers' intentions?

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8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Many hunters wanted koalas for their fur; _____, the population of koalas dropped.

A. because
B. meanwhile
C. consequently
D. however

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KCMS Band Students

Please continue to practice in your books and use your logs to keep track of your progress.

Please send an audio recording of you playing one of the pieces each week. You can upload it to Google classroom or e-mail to me @ lfrison@kent.k12.md.us

Please disregard the previous directions for Smart Music. This will be much more efficient.

Google Classroom Codes for Band

6th Grade – 5stttw7i

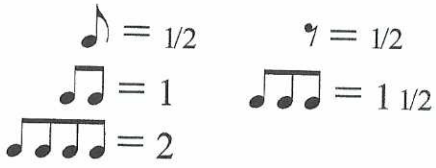
7th Grade – fpzvpff

8th Grade - ckuxqir

General Music Classes for Periods 2(8th), 5 (6th) and 7 (7th)
WEEK #4 Due 5/8/20

Combine all note and rest values to complete the following rhythmic equations:

Examples:

Rhythmic Values: 

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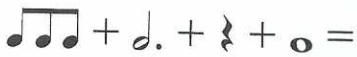
2. 
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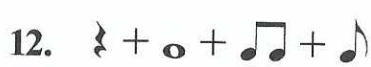
12. 
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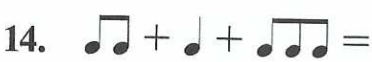
14. 
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General Music Classes for Periods 2(8th), 5 (6th) and 7 (7th)
WEEK #4 Due 5/8/20

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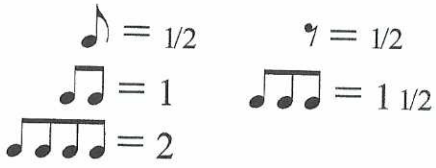
Rhythmic Values: 

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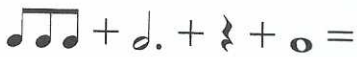
2. 
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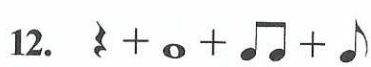
12. 
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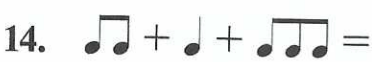
14. 
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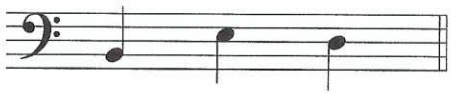
General Music Classes for Periods 2(8th) 5 (6th) and 7 (7th)

WEEK #5 Due 5/15/20

Musical Words - Bass Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example 

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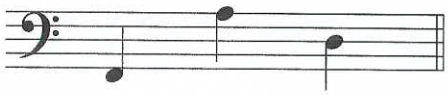
1 

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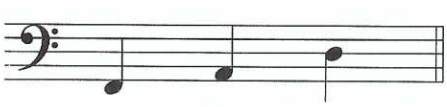
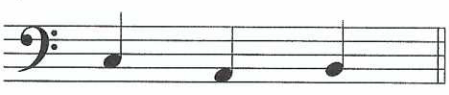
5 

6 

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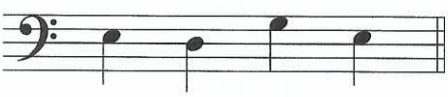
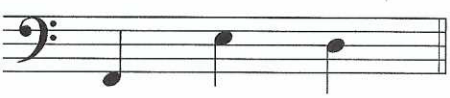
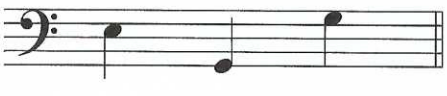
8 

9 

10 

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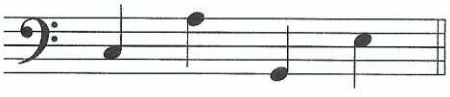
12 

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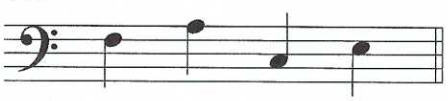
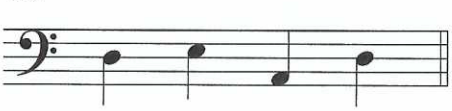
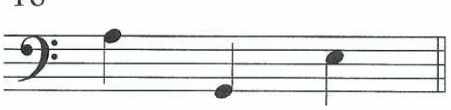
16 

17 

18 

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General Music Classes for Periods 2(8th), 5 (6th) and 7 (7th)
WEEK #6 Due 5/22/20

There's No Town Like Motown

The Supremes

Already by the end of the 1950s, the hard-driving rock-and-roll style was evolving into a gentler style known as *soft rock*. This style was represented by such singers as Frankie Avalon, Paul Anka, Neil Sedaka, and Bobby Vinton. Because popular music was moving in this direction, a record producer named Barry Gordy, Jr., created a new record company called Motown Records. It was given this name because it was located in Detroit, the motor capital of the United States.

Barry Gordy, Jr., was a chrome trimmer at the Ford assembly plant who wrote songs on the side. He was convinced by friends to start his own record company. Out of this first company came another company that he called Motown. It was the first and largest recording company owned and operated entirely by African-Americans. It became the most important recording label for black artists for many years.

The particular style of music that Motown Records developed and produced was a combination of gospel music prevalent in predominantly black churches and the earlier style of rhythm and blues. These two styles combined with some of the smoother vocal styles of the soft rock singers mentioned above, thus creating a new style of singing that was made popular by such performers as The Supremes, The Temptations, Gladys Knight and the Pips, and Stevie Wonder. Groups such as Gladys Knight and the Pips and The Supremes incorporated elements of choreography (planned dance steps and movements) in their live performances, which have remained notable characteristics of the Motown style. In the late '60s and early '70s, a family of musicians known as the Jackson Five was promoted by Motown Records and became famous. When the family group broke up, Michael Jackson went solo, becoming a renowned performer in the '80s and '90s.

Motown Records and many other record producing companies like it continue to be influential forces in the development of the music we hear today. They are constantly in search of the next star and newer and fresher styles. This is how singers like Ray Charles and the Jackson Five got started. These groups and many others would not have achieved the popularity and level of success that they did had it not been for the forward-thinking producer Barry Gordy and his establishment of Motown Records.

Name_____ Date_____

Questions for Consideration

1. By the end of the 1950s, what was the hard-driving rock-and-roll style evolving into?

2. What singers represented this new style?

3. What was the name of the record producer who set up a record company in Detroit?

4. What was the name of the new record company he created?

5. What styles were combined to create the new Motown style?

6. Who were some of the performers of this new style?

7. What was an important element in their live performances?

8. What was the name of the family of musicians that was promoted by Motown Records and became very popular?

9. What continue to be influential forces in the development of music?

10. What are record producing companies constantly in search of?

HEALTH EDUCATION 4/27

Q4- WEEKS 4,5,6 A day, B day, C day

MR. ISEMAN

DUE DATE: MAY 22

Habit 3- Put First Things First

Habit three reminds us about priorities. Sometimes, our priorities can get a little out of whack with the hustle and bustle of daily life. A pandemic like Covid-19 can sometimes remind us what is most important in life. With more time at home, your priorities may have changed recently. Please answer the following 3 questions in complete sentences.

1. How is your daily routine different than normal?
2. How have the routines of your family members changed?
3. What have you had more time to do that you really enjoy?

Habit 4-Think Win-Win

This unique situation may provide opportunities to work together or help others in ways you never thought of. There are always people who are willing to help. Please choose ONE of the following options below and complete.

Option One- Share your personal story of how you have experienced people working together, sharing and supporting one another in recent days/weeks.

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Option Two- Find social media stories in which other people have shared how they are caring for and supporting one another. Retell what you read/heard in your own words. Be sure to tell me the source of your story,

Name:
Date:
DUE DATE: 5/22

Research: Ben Simmons is an Australian basketball player. Research Ben Simmons and write two paragraphs describing him. Play basketball or modified basketball for 10 minutes. Be creative.

Explain: What angle is a push-up done at? Why is the push-up done at this angle? Do 10 push-ups or modified push-ups after answering this question.

What angles are a pull-up performed at? Why is the pull-up performed at this angle? Do 10 pull-ups from an object.

Detail: President JFK prioritized fitness and physical education in public schools during his presidency. Write a paragraph describing what he did for physical education during his time? Do 10-20 bicep curls or modified bicep curls with an object of your choice.

Investigate: There are thousands of different species living in our underwater ecosystems. Pick one species and find out the average distance traveled per day. Walk/run/jog for 20 or minutes a day.

Reflection: Did you like this activity? Why or why not? How would you change it to make it better?

Name: **PE Teacher(CIRCLE): Farragher or Miller**

DUE DATE: 5/15

Create your own Fitness Routine

Directions: Create your own Fitness routine workout using the chart below. Once you've created it, do! If you're up for a challenge complete your Fitness Routine 3 days a week. A Fitness Routine is a work out incorporating different exercises strengthening different muscles.

Google: Fitness Routine for middle schoolers (for a hint, or two ☺)
Here is an example of a partial workout to try:

1. Push-Ups- 20 reps- 3 Sets
2. Curl-Ups- 20 reps- 3 Sets
3. Jumping Jacks- 50 reps- 3 Sets
4. Bicep Curls- 10 reps- 3 Sets

	Pick eight exercises and list below:	**Document how many Sets/Reps you did for the exercise**
1		
2		
3		
4		
5		
6		
7		
8		

What did you think? Choose all that apply

- This was fun!
- I think I could improve.
- I think I did a good job.
- It was challenging

Reflect on the day: (on the back of this paper is great**, DO NOT ANSWER HERE**).

1. How are you feeling about being out of school because of the coronavirus? Be sure to explain why you are feeling a certain way.
2. Why is exercise so important during this time? What are the benefits besides the physical changes it does to your body?

Name: **Due: Friday, May 8th, 2020.**

Instructions: For one week, each student must keep a log of his/her daily physical activity.
The student must engage in at least 45 minutes of physical activity for a minimum of five days.
Students can use the exercises posted on google classroom by Mr. Miller & Mrs. Farragher - **check around 1:30 each day!!**
Students must answer reflection questions to receive full credit

Each daily log should include the following:

1. Date, time and length of activities
2. A brief description of the activity.

Schedule	Date	Activity 1	Activity 2	Total Time Spent
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Reflection Questions:

1. Which was your most active day and why?
2. How do you feel after exercising/moving your body? Mentally and Physically?
3. If we were back in OUR GYM what would your activity of choice be and why?
4. What do you miss most about our gym after exercising on your own this week?