7th Grade Distance Learning Packet #2

This packet contains material for all 7th-grade classes for the dates of: ***May 11 - May 29***

Dear Parents, Guardians, and Students,

We trust that this note finds you well and safe during these uncertain times. While we would prefer to be together in person, we recognize the intent of the social distancing guidelines and respect the decisions that are an attempt to keep us safe. This packet represents our efforts to provide activities that all students can access without the requirement of specific electronic devices. Please use this material to support and reinforce the work that your students have done at school this year.

As a 7th grade team of teachers, we want to let you know that we are available to help and assist with this material. We encourage you to email when questions arise but please recognize that our ability to respond immediately may be hampered by our home internet connections. We have also set up office hours as listed below. During these times we will be making every effort to respond as quickly as possible whether it be by phone, email, or using other video conferencing tools.

Thank you for working with us as we wade these uncharted waters.

Stay safe, stay engaged. We are in this together.

Your 7th Grade Teachers,

Mr. Gormley
Mr. Maki
Mrs. Lemmink
Ms. Wilbur
Mrs. Johnston
Mr. Nelson
Mrs. Hurrle
Mr. Fansler
Mrs. Boyd

Instructions and OFFICE HOURS:

Social Studies: *Enclosed you will find several maps from the Atlas of World History. Read each of the maps and answer the questions that follow. You will find an answer key after the questions. If you do need any help, contact me by phone during my office hours or email me and I'll get back with you within the next day. This work I'm providing is also found on my Google Classroom page.*

Gormley Office Hours: Tues 11am - Noon; Thurs 5-6pm
Contact Info: sgormley@newaygo.net; 231.652.3788 ext 6810

Science:

Maki Office Hours: Tues 11am - Noon; Thurs 5-6pm
Contact Info: dmaki@newaygo.net; 231.652.3788 ext 6816

Language Arts: *Enclosed you will find the story, "A Retrieved Reformation," by O. Henry, followed by questions based on the story. There is an extended writing task that gives you several options you may choose from. I've also included the poem, "The Road Not Taken," by Robert Frost, with related questions. I will post this work in my Google Classroom for those who want to complete it online. I have a film version of "A Retrieved Reformation" that I will show through Zoom meetings. I will send invitations and times via email and a Skyward message. If you need help or have questions, please check in with me during my office hours, or email me. I will get back to you as soon as I can.*

Lemmink Office Hours: Tues 11am - Noon; Thurs 5-6pm
Contact Info: jlemmink@newaygo.net; 231.652.3788 ext 6809

Wilbur Office Hours: Tues 12noon - 1pm, Thurs 5 - 6pm
Contact Info: swilbur@newaygo.net; 231.652.3788 ext 6803

Art: *see packet*

Hurrle Office Hours: Wed 10 - 11am
Contact Info: jhurrle@newaygo.net; 231.652.3788 ext 6828

Math: *See the included work. If you have any questions please email at any time or call during office hours. We can also meet on ZOOM if you would like to chat through some of this material. (ps...Math7 students do NOT need to do the algebra pages, and AlgCon students do NOT need to do the Math7 pages).*

Johnston **Google Classroom Code: xk53efn**
Office Hours: Tues 11am - Noon; Thurs 5-6pm
Contact Info: kjohnston@newaygo.net; 231.652.3788 ext 6808

Nelson Office Hours: Tues 11am - Noon; Thurs 5-6pm
Contact Info: jnelson@newaygo.net; 231.652.3788 ext 6829

Wilbur Office Hours: Tues 12noon - 1pm, Thurs 5 - 6pm
Contact Info: swilbur@newaygo.net; 231.652.3788 ext 6803

PE: Google classroom code: cqtm5pt

Fansler Office Hours: Tues 10 - 11am and 5 - 6pm
Contact Info: kfansler@newaygo.net; 231.652.3788 ext 6835

Boyd Office Hours: Tues/Thurs 9 - 10am
Contact Info: eboyd@newaygo.net; 231.652.3788 ext 6834

Name_____

Adding/Subtracting Integers

Date_____ Period____

Math 7

page 1

Find each sum.

1) $(-12) + 7$

2) $(-10) + (-7)$

3) $(-6) + 12$

4) $8 + 7$

5) $3 + 4$

6) $(-45) + 9$

7) $(-1) + (-46)$

8) $(-30) + 10$

9) $(-34) + 50$

10) $38 + (-5)$

Find each difference.

11) $2 - (-2)$

12) $(-1) - 10$

13) $8 - 7$

14) $(-8) - (-6)$

15) $11 - 4$

16) $48 - (-31)$

Math 7

page 2

17) $18 - 41$

18) $(-38) - 30$

19) $(-1) - (-3)$

20) $(-1) - (-40)$

Evaluate each expression.

21) $(-10) - 47$

22) $(-29) - 29$

23) $13 + (-29)$

24) $38 + 22$

25) $(-32) - 44$

26) $(-12) + (-11)$

27) $2 + 15 + 4$

28) $16 + (-13) + 5$

29) $2 - (-9) - 8$

30) $10 + 3 - (-8)$

 Name_____

Multiplying and Dividing Positives and Negatives

Date_____ Period____

Math 7

page 3

Find each quotient.

1) $\frac{10}{5}$

2) $\frac{-24}{12}$

3) $\frac{-20}{-2}$

4) $\frac{-300}{-20}$

5) $\frac{65}{5}$

6) $\frac{-66}{-6}$

7) $\frac{75}{-15}$

8) $\frac{-56}{-14}$

9) $\frac{102}{-17}$

10) $\frac{-72}{-4}$

11) $153 \div 17$

12) $12 \div -3$

13) $48 \div 6$

14) $-120 \div -20$

15) $306 \div 18$

16) $-65 \div 13$

17) $-85 \div -17$

18) $128 \div -16$

Math 7

page 4

19) $-180 \div 15$

20) $234 \div -13$

Find each product.

21) -11×9

22) -7×-12

23) -8×-11

24) -6×4

25) -3×-11

26) -5×-9

27) 9×-7

28) -9×-3

29) 12×-12

30) 11×-6

31) $6 \times -5 \times 3$

32) $6 \times -1 \times 2$

33) $8 \times -6 \times -3$

34) $-3 \times 6 \times -6$

35) $(3)(3)(-1)(3)$

36) $(-3)(3)(-3)(-3)$

Math 7

page 5

BEGIN
2x = 8
x = 4
x + 3 = 8
x = 5
-4x = 36
x = -9
$\frac{1}{2} + x = \frac{3}{4}$
$x = \frac{1}{4}$
-4 + x = -11
x = -7
$\frac{2}{3}x = 12$
x = 18
7 + x = 11
x = 8
$\frac{1}{3}x = -6$
x = -2
-3 + x = 7
x = 10
15 = 5x
x = -3
x + 8 = 2
x = -6
7x = -21
x = -3
7 + x = -15
x = -3
27 = 9x
x = -10
x + 6 = -15
x = 3
END
x = -21
x = -22
$x = \frac{1}{4}$
x = -18
x = 21
x = 4

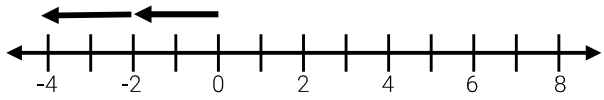
RATIONAL NUMBER OPERATIONS
CHEAT SHEET - A

INTEGERS

ADDITION

- If the signs are the **SAME**, then **ADD** and use the same sign.
- If the signs are **DIFFERENT**, then **SUBTRACT** and **TAKE THE SIGN** of the number with the **GREATEST ABSOLUTE VALUE**.

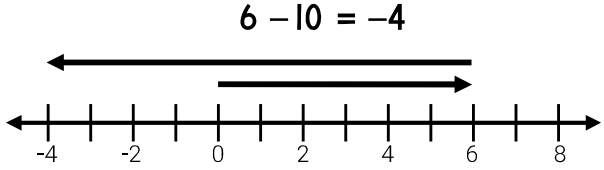
$-2 + -2 = -4$



SUBTRACTION

- Rewrite the problem to **ADD THE OPPOSITE**. Then, follow the rules for adding rational numbers.

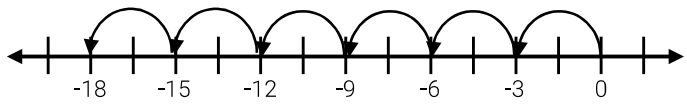
$6 - 10 = -4$



MULTIPLICATION & DIVISION

- If there is an **EVEN NUMBER** of signs, then the solution is **POSITIVE**.
- If there is an **ODD NUMBER** of signs, then the solution is **NEGATIVE**.

$-3 \cdot 6 = -18$



INTEGER OPERATIONS

$8 - 11 = \underline{-3}$

$-3 - 13 = \underline{-16}$

$15 \div -3 = \underline{-5}$

$-4 + -6 = \underline{-10}$

$8 + -2 = \underline{6}$

$6 \cdot -9 = \underline{-54}$

$-27 \div 9 = \underline{-3}$

$8 \cdot 11 = \underline{88}$

$12 - (-9) = \underline{21}$

RATIONAL NUMBER OPERATIONS

$-9.6 \cdot 5 = -48$

$-60.8 \div 4 = -15.2$

$\frac{3}{5} \cdot \frac{1}{4} = \frac{3}{20}$

$\frac{5}{8} \div \frac{3}{4} = \frac{5}{6}$

$-12.7 \cdot -3 = 38.1$

$100 \div 2.5 = 40$

$\frac{2}{3} \cdot \frac{3}{2} = 1$

$\frac{4}{7} \div \frac{1}{2} = 1\frac{1}{7}$

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Math 7 ANSWER SHEET

Packet 2

Page 1

1) -5
2) -17
3) 6
4) 15
5) 7
6) -36
7) -47
8) -20
9) 16
10) 33
11) 4
12) -11
13) 1
14) -2

Page 2

15) 7
16) 79
17) -23
18) -68
19) 2
20) 39
21) -57
22) -58
23) -16
24) 60
25) -76
26) -23
27) 21
28) 8
29) 3
30) 21

Page 3

1) 2
2) -2
3) 10
4) 15
5) 13
6) 11
7) -5
8) 4
9) -6
10) 18
11) 9
12) -4
13) 8
14) 6
15) 17
16) -5

Page 4

17) 5
18) -8
19) -12
20) -18
21) -99
22) 84
23) 88
24) -24
25) 33
26) 45
27) -63
28) 27
29) -144
30) -66
31) -90
32) -12
33) 144
34) 108
35) -27
36) -81

Page 5 – the Maze.
Path connects "BEGIN" to "END"; involves only one fraction and does not cross over itself.

Unit: Linear Equations
Solve and Color - A

AlgCon

SIMPLIFYING EXPRESSIONS SOLVE AND COLOR

Simplify each expression. Then, find the answer and color each area on the coloring page with the problem number the corresponding color.

1 $-5x + 8 - 3x - 8$	**2** $-9x + 12 - 10 + x$	**3** $13 + 12x - 4x - 14$	**4** $-38 + 18 + 10x + 10x$
5 $10\frac{5}{6}x - 1 + 9\frac{1}{6}x - 9$	**6** $-3 + x - \frac{1}{3}x + 4$	**7** $-\frac{3}{2}x - 68 + 2x + 8$	**8** $\frac{3}{4}x + 17 - \frac{1}{4}x - 19$
9 $-7 - 1.2x + 19 + 7.7x$	**10** $5.75x - 2 - 2.75x + 27$	**11** $-.75x + .25x - 3 - 3$	**12** $-9 + 1.8x + 6 - .3x$
13 $\frac{2}{9}x + 7 + \frac{1}{3}x - 11$	**14** $4\frac{2}{3}x - 12 + 5\frac{1}{3}x - 13$	**15** $-8 + 1.82x - 12 + 1.18x$	**16** $-3 + x - \frac{4}{9}x + 3$

RED	YELLOW	PINK	BLUE	LIGHT GREEN	ORANGE	DARK GREEN	PURPLE
$3x - 20$	$3x + 25$	$20x - 10$	$8x - 1$	$-8x$	$1.5x - 3$	$20x - 20$	$-8x + 2$
$-.5x - 6$	$\frac{5}{9}x$	$10x - 25$	$\frac{1}{2}x - 60$	$6.5x + 12$	$\frac{5}{9}x - 4$	$\frac{1}{2}x - 2$	$\frac{2}{3}x + 1$

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SIMPLIFYING EXPRESSIONS SOLVE AND COLOR

Simplify each expression. Then, find the answer and color each area on the coloring page with the problem number the corresponding color.

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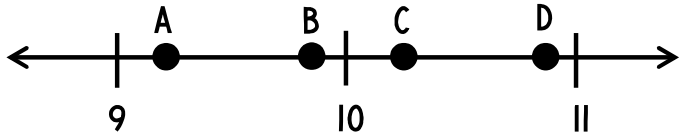
REAL NUMBER SYSTEM
QUICK CHECK

AlgCon page 3

1. Which of the following points best represents $\sqrt{106}$?



A. Point A **B.** Point B **C.** Point C **D.** Point D

2. Isabella is comparing the values below. Which list shows the values in descending order?

$$7.42,\ 7\frac{7}{9},\ 79\%,\ \sqrt{48}$$

F. $7\frac{7}{9}$, 7.42, $\sqrt{48}$, 79%

G. $\sqrt{48}$, $7\frac{7}{9}$, 7.42, 79%

H. 79%, $7\frac{7}{9}$, 7.42, $\sqrt{48}$

J. 7.42, $7\frac{7}{9}$, $\sqrt{48}$, 79%

3. Everett measured the weight of a substance as a repeating decimal greater than one. Which of the following could be the weight of the substance?

A. $\frac{26}{25}$ pounds **B.** $\frac{8}{4}$ pounds **C.** $\frac{31}{33}$ pounds **D.** $\frac{100}{99}$ pounds

4. A square room in Amber's home has an area of 128 square feet. Which is the best estimate of one side length of the room?

F. 32 feet, because 128 ÷ 4 = 32.

G. 11.3 feet, because $\sqrt{128}$ is between 11 and 12.

H. 64 feet, because $\sqrt{128}$ = 64.

J. 10.9 feet, because $\sqrt{128}$ is between 10 and 11.

5. Jamal needs the order the four cards shown in increasing order. Which would be the correct order of the cards?

A. Card D, Card A, Card B, Card C

B. Card A, Card D, Card C, Card B

C. Card C, Card B, Card A, Card D

D. Card B, Card A, Card D, Card C

A	B	C	D
$-\frac{2}{9}$	-.25	$-.\overline{3}$	$-\frac{1}{5}$

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

10. Use the grid below.

					.		
⊕	⓪	⓪	⓪	⓪		⓪	⓪
⊖	①	①	①	①		①	①
	②	②	②	②		②	②
	③	③	③	③		③	③
	④	④	④	④		④	④
	⑤	⑤	⑤	⑤		⑤	⑤
	⑥	⑥	⑥	⑥		⑥	⑥
	⑦	⑦	⑦	⑦		⑦	⑦
	⑧	⑧	⑧	⑧		⑧	⑧
	⑨	⑨	⑨	⑨		⑨	⑨

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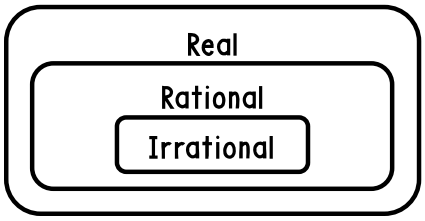
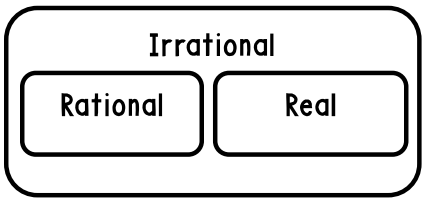
6. Which of the following visual representations correctly displays a relationship between sets of real numbers?

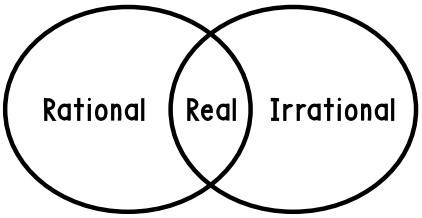
F.



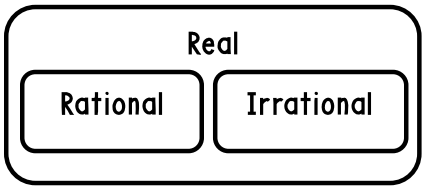
H.



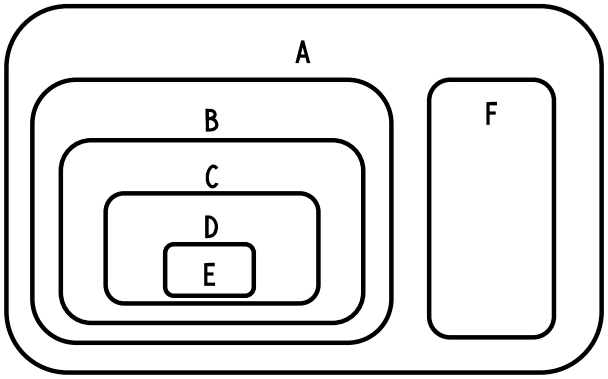
G.



J.



7. The visual representation below is used to show the relationship between sets of real numbers. Which of the following values would not be included in set "C"?



A. -12.25

B. $2\sqrt{16}$

C. $-\frac{24}{6}$

D. 0

AlgCon

page 4

8. Which of the following sets of numbers contains only rational numbers?

F. $\{5\sqrt{36}, \frac{5}{9}, -0.\overline{23}, \sqrt{144}\}$

G. $\{6\sqrt{2}, \frac{3}{4}, -0.\overline{5}, 0\}$

H. $\{3\pi, \frac{1}{2}, -0.875, \sqrt{64}\}$

J. $\{25, -\frac{1}{3}, 0.4135..., 3\sqrt{4}\}$

9. Jacobi measured the diagonals of three TV screens as $5\sqrt{84}$ inches, $46\frac{2}{3}$ inches and 46.625 inches. Which shows the lengths of the diagonals in ascending order?

A. $46\frac{2}{3}, 5\sqrt{84}, 46.625$

B. $5\sqrt{84}, 46.625, 46\frac{2}{3}$

C. $5\sqrt{84}, 46\frac{2}{3}, 46.625$

D. $46.625, 46\frac{2}{3}, 5\sqrt{84}$

10. Four friends are competing in an obstacle course. The number of miles that each has finished so far is shown in the table.

Dana	Emily	Lydia	Taylor
1.33	$\frac{4}{7}$	0.615	$\frac{5}{4}$

Convert the miles Taylor has completed to a decimal. Record your answer on the grid.

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QUICK CHECK

1. Which of the following is true?

   A. $n^9 \times n^3 = n^{27}$

   B. $\frac{n^{12}}{n^4} = n^8$

   C. $(n^6)^2 = n^8$

   D. $n^{-4} = -n^4$

2. Which value is equal to $\sqrt[3]{729}$?

   F. $\sqrt[3]{729} = 243$ because $729 \div 3 = 243$.

   G. $\sqrt[3]{729} = 81$ because $729 \div 3 = 243$ and $243 \div 3 = 81$.

   H. $\sqrt[3]{729} = 3$ because $(3^3)^2 = 729$.

   J. $\sqrt[3]{729} = 9$ because $9 \times 9 \times 9 = 729$.

3. Shantel read that the distance between the sun and Mercury is about 36,000,000 miles. Which of the following correctly represents this distance in scientific notation?

   A. $.36 \times 10^8$ B. 3.6×10^7 C. 3.6×10^{-7} D. 3.6×10^6

4. In one year, a theme park had approximately 2×10^7 guests. In the same year, a second theme park had approximately 4×10^6 guests. Which is a true statement about the number of guests each theme park had?

   F. The first theme park had about 5 times as many guests than the second.

   G. The second theme park had about 2 times as many guests than the first.

   H. The first theme park had about 10 times as many guests than the first.

   J. The first theme park had about 2 times as many guests than the first.

5. Jett knows that $x^2 = 64$. Which of the following represents the step that Jett should take to find the correct value of x?

   A. $64 \div 2 = x$

   B. $64 \div 4 = x$

   C. $\sqrt{64} = x$

   D. $\sqrt[3]{64} = x$

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

10. Use the grid below.

					.		
⊕	⓪	⓪	⓪	⓪		⓪	⓪
⊖	①	①	①	①		①	①
	②	②	②	②		②	②
	③	③	③	③		③	③
	④	④	④	④		④	④
	⑤	⑤	⑤	⑤		⑤	⑤
	⑥	⑥	⑥	⑥		⑥	⑥
	⑦	⑦	⑦	⑦		⑦	⑦
	⑧	⑧	⑧	⑧		⑧	⑧
	⑨	⑨	⑨	⑨		⑨	⑨

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6. A single piece of paper weighs about 9.9×10^{-3} pounds. Millie bought 5 packages of paper, and each package holds 300 pieces of paper. Find the total weight of the 5 packages expressed in standard notation.

F. .0495 pounds G. 2.97 pounds H. 14.85 pounds J. 16.5 pounds

7. Simplify the expression. Leave your answer as a variable raised to a positive exponent.

$$\frac{y^6}{y^{10}} \times y^2$$

A. $\frac{1}{y^8}$

B. $\frac{1}{y^6}$

C. $\frac{1}{y^2}$

D. y^0

8. Andrew is at an airport where the largest airplane weighs 3×10^5 pounds and the smallest airplane weighs 12,500 pounds. How many times heavier is the largest airplane than the smallest airplane?

F. 24 times

G. 2.4 times

H. .04 times

J. 41 times

9. A professional basketball stadium can hold 21,000 people. A motor racing venue can hold 8.5×10^4 people. How many more people can the motor racing venue hold than the basketball stadium? Express your answer in scientific notation.

A. 8.29×10^5

B. 4.04×10^1

C. 6.4×10^3

D. 6.4×10^4

10. Find the value of x needed to make the equation true. Record the value of x on the grid.

$$\frac{(7^{10})^2}{7^4} = \frac{7^9 \cdot 7^{10}}{7^x}$$

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1. The table below shows Vanessa's height in inches for two different years.

YEAR (x)	2000	2005
HEIGHT (y)	48 inches	54 inches

Which is a correct conclusion about the rate of change shown in the table?

A. Vanessa grows about 41.7 inches per year.

B. Vanessa grows about 6 inches per year.

C. Vanessa grows about 1.2 inches per year.

D. Vanessa grows about .83 inches per year.

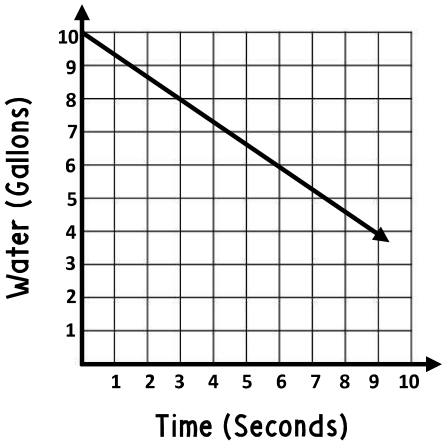
2. Ariel is emptying the water from a 10 gallon cooler. The graph shows the water level in the cooler as she empties it. Which best describes the rate of change shown in the graph?

F. The water level decreases 10 gallons per second.

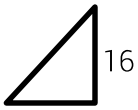
G. The water level decreases 1 gallon every 2 seconds.

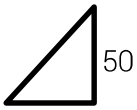
H. The water level decreases 3 gallons every 2 seconds.

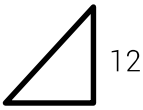
J. The water level decreases 2 gallons every 3 seconds.

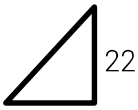


3. The slope of a graphed line is $\frac{2}{5}$. Which of the following triangles could lie on the line?

A. 

B. 

C. 

D. 

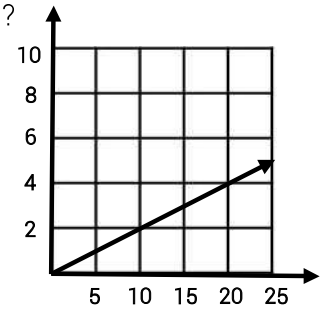
4. Which of the following situations does not have the same unit rate as the graph shown?

F. Asher buys gum for $0.20 a piece.

G. A daycare has six workers for every 30 children.

H. Melanie reads 9 pages of her book every 45 minutes.

J. Richie earns $10 every 2 hours to pet sit for his neighbor.



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7. Ⓐ Ⓑ Ⓒ Ⓓ
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9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Use the grid below.

					.		
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⊖	①	①	①	①		①	①
	②	②	②	②		②	②
	③	③	③	③		③	③
	④	④	④	④		④	④
	⑤	⑤	⑤	⑤		⑤	⑤
	⑥	⑥	⑥	⑥		⑥	⑥
	⑦	⑦	⑦	⑦		⑦	⑦
	⑧	⑧	⑧	⑧		⑧	⑧
	⑨	⑨	⑨	⑨		⑨	⑨

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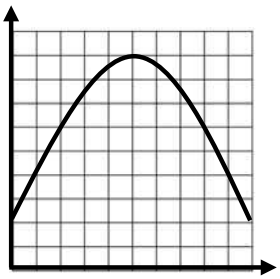
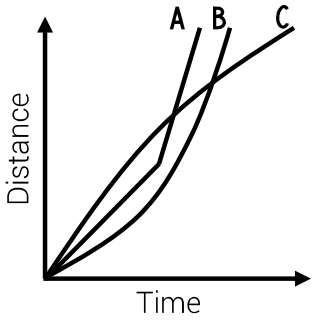
5. Which of the following is true about the graph shown below?



A. The graph is not a function because it does not start at (0, 0).
B. The graph is a function because it passes the vertical line test.
C. It is not a function because it is not linear.
D. It is a function because it has a constant rate of change.

6. The graph below shows the distance of three runners compared to the time during a race. Which of the following is not a true statement based on the graph?



F. Runner B gradually increased his speed.
G. Runner A started in 2nd place and finished 1st.
H. Runner C ran the furthest distance.
J. Runner C gradually decreased his speed.

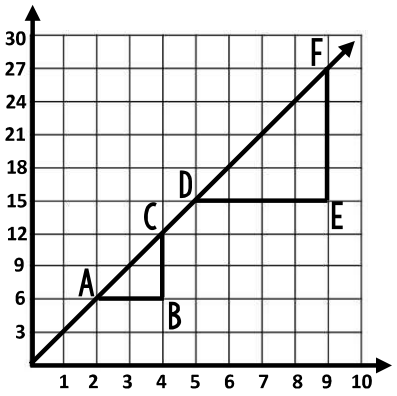
7. Which is true about triangles ABC and DEF?

A. The triangles are congruent because $\frac{12-6}{4-2} = \frac{27-15}{9-5}$.

B. The triangles are congruent because $\frac{12-6}{4-2} = \frac{15-27}{9-5}$.

C. The triangles are similar because $\frac{6-12}{4-2} = \frac{27-15}{9-5}$.

D. The triangles are similar because $\frac{12-6}{4-2} = \frac{27-15}{9-5}$.



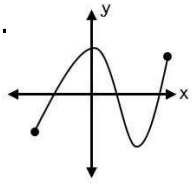
AlgCon
page 8

8. Which of the following representations shows y as a function of x?

F.

x	0	-1	0	-2
y	5	8	-5	-4

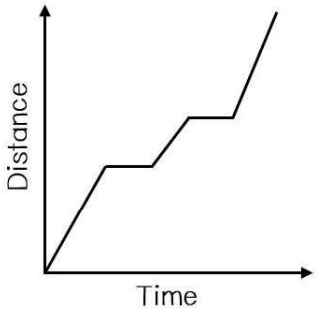
G.



H. $x^2 + y^2 = 144$

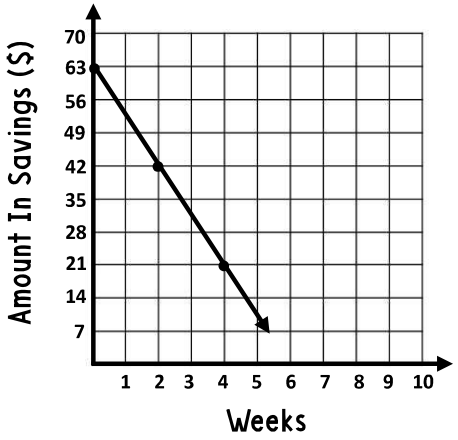
J. {(0, 4), (1, 6), (2, 8), (0, 9)}

9. The graph below represents Randy's drive to school. Which of the following is a correct conclusion based on the graph?



A. Randy stopped twice on the way to school.
B. Randy drove uphill most of the drive.
C. Randy increased his speed the entire drive.
D. Randy did not make any stops on the way to school.

10. The graph shows the amount in Harold's savings account over a certain number of weeks. Find the rate of change and record it in the grid.



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1. Gym A charges a registration fee of $75 plus $35.75 per month for members. Gym B charges a registration fee of $164 plus $17.95 for members. After how many months would the total cost at Gym A and Gym B to be the same for members?

A. 10 months

B. 5 months

C. 7 months

D. The total cost will never be the same.

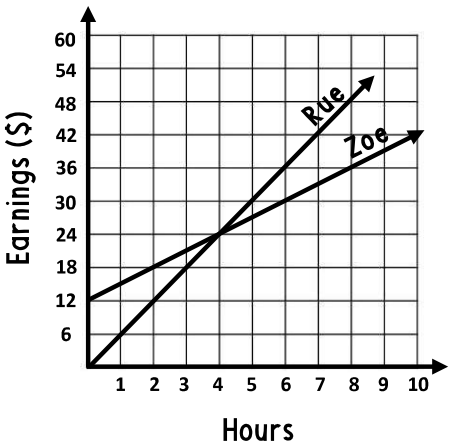
2. The graph below shows the number of hours that Rue and Zoe have been working at their jobs, as well as how much money they've earned. Which is a correct conclusion about the information shown in the graph?

F. After 24 hours, Rue and Zoe will have earned the same amount of money.

G. After 4 hours, Zoe will have earned $12 more than Rue.

H. After 4 hours, Rue will have earned $12 more than Zoe.

J. After 4 hours, Rue and Zoe will have earned the same amount of money.



3. Find the value of x needed to make the equation below true.

$$\frac{3}{4}(20x - 8) - 3 = 54$$

A. x = 3.8

B. x = 4.2

C. x = 4

D. x = 3.3

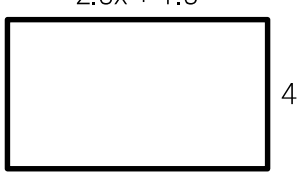
4. The area of the rectangle shown below is 36 square units. Set up and solve an equation to find the value of x.

F. x = 4.4

G. x = 3.45

H. x = 3

J. x = 5



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8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

10. Use the grid below.

					.		
+	0	0	0	0		0	0
−	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

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5. Puppy A weighs $4\frac{1}{6}$ pounds at birth and gains $\frac{3}{4}$ pound each week. Puppy B weighs $5\frac{2}{3}$ pounds at birth and gains $\frac{1}{2}$ pound each week. After how many weeks will the puppies weigh the same amount?

A. 6 weeks
B. 12 weeks
C. 2 weeks
D. 7 weeks

6. Which of the following equations would have no solution?

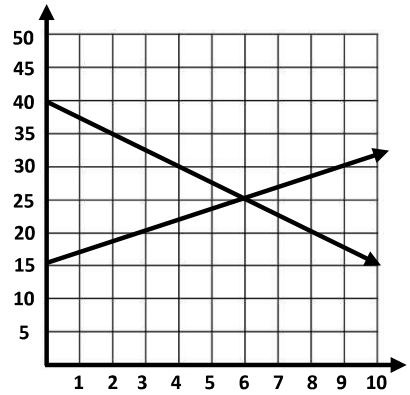
F. $13 - 7x = -7x + 13$

G. $\frac{1}{3}(6x + 9) = 12$

H. $\frac{1}{4}(8x + 4) = 2x - 4$

J. $-10x + 5 = 3 - 10x + 2$

7. Which of the following can be determined from the graph below?



A. The ordered pair (6, 25) is a solution to both $y = -\frac{5}{2}x + 40$ and $y = \frac{5}{3}x + 15$.

B. The ordered pair (25, 6) is a solution to both $y = -\frac{5}{2}x + 40$ and $y = \frac{5}{3}x + 15$.

C. The ordered pair (6, 25) is a solution to both $y = \frac{5}{2}x + 40$ and $y = -\frac{5}{3}x + 15$.

D. The ordered pair (6, 25) is a solution to both $y = -\frac{1}{2}x + 40$ and $y = \frac{1}{3}x + 15$.

8. Solve the system of equations shown by substitution.

$$y = x - 5$$
$$5x + 2y = 4$$

F. (10, 5)
G. (-1, -6)
H. (0, -5)
J. (2, -3)

9. Kameron has a combination of quarters and nickels in his wallet. The number of nickels is three times the number of quarters he has. If the total value of the coins is $2.00, how many quarters does Kameron have in his wallet?

A. 15
B. 5
C. 7
D. 10

10. At Sunrise Donuts you can buy 6 donuts and 2 kolaches for $8.84. One kolache and 4 donuts would cost $5.36. What is the price of one donut at Sunrise Donuts? Record your answer in the grid.

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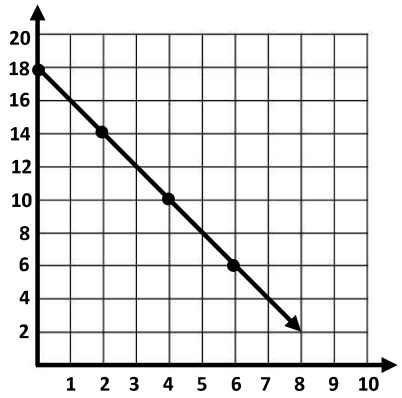
1. Which of the statements about the graph below is true?



A. The graph is non-linear and has an equation of $y = -x + 18$.

B. The graph is linear and has an equation of $y = -x + 18$.

C. The graph is linear and has an equation of $y = -2x + 18$.

D. None of the above statements are true.

2. The table below shows the amount that a catering company charges based on the number of people at an event. Which of the following equations shows the relationship between c, the amount the company charges based on p, the number of people at the event?

F. $c = 16p$

G. $c = 75p + 13$

H. $p = 13c + 75$

J. $c = 13p + 75$

People (p)	Total Charge (c)
25	$400
50	$725
75	$1,050
100	$1,375

3. Which of the following gives an example of an equation that is non-linear?

A. $y = x^2 - 1$ B. $y = 2x - 1$ C. $y = \frac{x}{4}$ D. $y = -2x$

4. Kit charges customers an initial fee plus a certain amount per hour to walk their pets. The table below shows the amount of money that Kit earns at her job based on the number of hours that she works. Which of the following equations represents a scenario where Kit would charge customers a higher hourly rate to walk their pets than what is shown in the table?

F. $y = 7.25x + 20$

G. $y = 8x + 10$

H. $y = 7.5x$

J. $y = -10x + 15$

HOURS	EARNINGS ($)
0	15
1	22.5
2	30
3	37.5

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
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8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

10. Use the grid below.

					.		
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⊖	①	①	①	①		①	①
	②	②	②	②		②	②
	③	③	③	③		③	③
	④	④	④	④		④	④
	⑤	⑤	⑤	⑤		⑤	⑤
	⑥	⑥	⑥	⑥		⑥	⑥
	⑦	⑦	⑦	⑦		⑦	⑦
	⑧	⑧	⑧	⑧		⑧	⑧
	⑨	⑨	⑨	⑨		⑨	⑨

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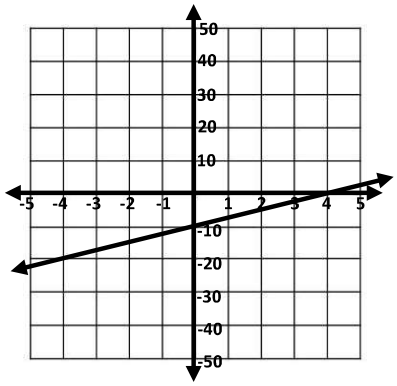
5. Find the slope and the y-intercept of the linear function shown below.

A. Slope: $\frac{5}{2}$
y-intercept: -10

B. Slope: $\frac{1}{4}$
y-intercept: -10

C. Slope: $\frac{1}{4}$
y-intercept: 4

D. Slope: $-\frac{5}{2}$
y-intercept: -10



6. Allen buys the same number of baseball cards each month to add to a card collection he was given. Use the table to determine how many baseball cards he was given and how many he buys each month.

Months	2	5	7	10
Cards	44	80	104	140

F. Allen was given 44 cards and he buys 36 cards each month.
G. Allen was given 14 cards, and he buys 15 cards each month.
H. Allen was given 20 cards, and he buys 12 cards each month.
J. Allen was given 24 cards, and he buys 10 cards each month.

7. Write an equation in slope-intercept form of the line that passes through the points (4, 13) and (8, 18).

A. y = 2.5x + 3
B. y = 1.5x + 7
C. y = 2x + 5
D. y = 1.25x + 8

AlgCon

page 12

8. Which table shows a relationship between x and y where y is always equal to 8 less than the product of x and 3?

F.

x	y
-5	-43
-1	-11
3	21
7	53

G.

x	y
-5	-23
-1	-11
3	1
7	13

H.

x	y
-5	-16
-1	-12
3	-8
7	-4

J.

x	y
-5	23
-1	11
3	-1
7	-13

9. Zane owes his dad money for his cell phone that he lost. So far, Zane has paid his dad $23, and he will pay his dad an additional $45 each month until he has repaid him for the phone. Which equation shows the relationship between m, the number of months that Zane has been making payments and t, the total amount he has paid his dad?

A. t = 45m + 23
B. m = 45t + 23
C. t = 23m + 45
D. t = 68m

10. Preston needs to write an equation in slope-intercept form to represent the relationship between x and y in the table below. What will be the value of the y-intercept in his equation? Record your answer on the grid.

x	2	4	6	8
y	-9	-6	-3	0

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Algebra Concepts ANSWER SHEET

Packet 2

Page 1

1) $-8x$; light blue
2) $-8x + 2$; purple
3) $8x + 1$; green
4) $20x - 20$; dark blue
5) $20x - 10$; pink
6) $\frac{2}{3}x + 1$; purple
7) $\frac{1}{2}x - 60$; green
8) $\frac{1}{2}x - 2$; dark blue
9) $6.5x + 12$; light blue
10) $3x + 25$; yellow
11) $-0.5x - 6$; red
12) $1.5x - 3$; orange
13) $\frac{5}{9}x - 4$; orange
14) $10x - 25$; pink
15) $3x - 20$; red
16) $\frac{5}{9}x$; yellow

Page 2 – colored

Pages 3&4

1) C
2) F
3) D
4) G
5) C
6) J
7) A
8) F
9) B
10) 1.25

Page 5&6

1) C
2) J
3) B
4) F
5) C
6) H
7) C
8) F
9) D
10) 3

Pages 7&8

1) C
2) J
3) A
4) J
5) B
6) H
7) D
8) G
9) A
10) -10.5

Pages 9&10

1) C
2) J
3) A
4) G
5) A
6) H
7) D
8) G
9) A
10) -12

Pages 11&12

1) B
2) J
3) B
4) H
5) A
6) H
7) A
8) J
9) B
10) 0.94

Name:

Essay Topic: Things are starting to slowly open back up after the coronavirus quarantine. We do not have a vaccine for the virus yet, and it might be a while until we get one. Even as things open up, in what ways will life change because of the coronavirus? Write out some ways society will change because of the virus.

SEVERE WEATHER 101

Lightning Basics

What is lightning?

Lightning is a giant spark of electricity in the atmosphere between clouds, the air, or the ground. In the early stages of development, air acts as an insulator between the positive and negative charges in the cloud and between the cloud and the ground. When the opposite charges builds up enough, this insulating capacity of the air breaks down and there is a rapid discharge of electricity that we know as lightning. The flash of lightning temporarily equalizes the charged regions in the atmosphere until the opposite charges build up again.

Lightning can occur between opposite charges within the thunderstorm cloud (intra-cloud lightning) or between opposite charges in the cloud and on the ground (cloud-to-ground lightning).

Lightning is one of the oldest observed natural phenomena on earth. It can be seen in volcanic eruptions, extremely intense forest fires, surface nuclear detonations, heavy snowstorms, in large hurricanes, and obviously, thunderstorms.

What causes thunder?

Lightning causes thunder! Energy from a lightning channel heats the air to around 18,000 degrees Fahrenheit. This causes the air to rapidly expand, creating a sound wave known as thunder. The stepped leader causes the initial tearing sound, and the ground streamer causes the sharp click or crack heard at a very close range, just before the main crash of thunder.

Thunder can be heard up to 25 miles away from the lightning discharge. At these distances, thunder sounds like a low rumble because the higher frequency pitches are more easily absorbed by the surrounding environment, and the sound waves set off by the lightning discharge have different arrival times.

Where does lightning strike?

Tall objects such as trees and skyscrapers are commonly struck by lightning. Mountains also make good targets. The reason for this is their tops are closer to the base of the storm cloud. Remember, the atmosphere is a good electrical insulator. The less insulation the lightning has to burn through, the easier it is for it to strike. However, this does not always mean tall objects will be struck. It all depends on where the charges accumulate. Lightning can strike the ground in an open field even if the tree line is close by.

What causes lightning?

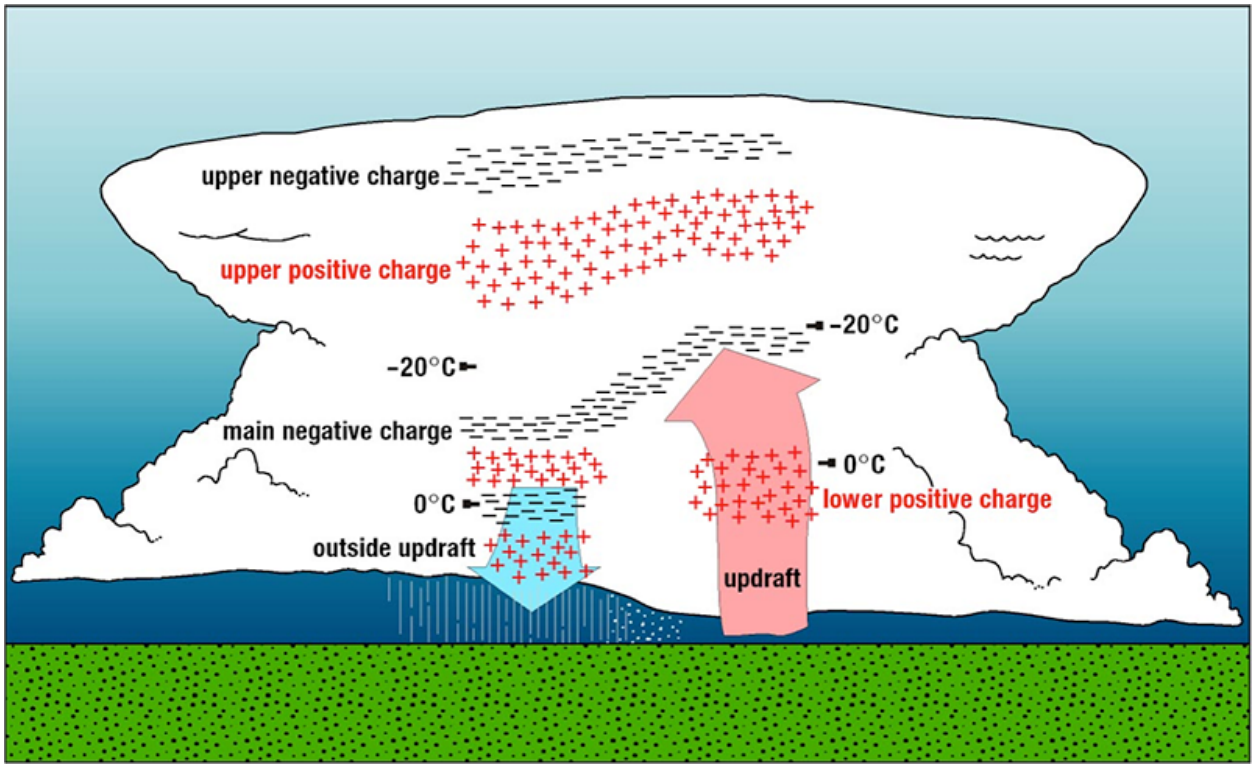
The creation of lightning is a complicated process. We generally know what conditions are needed to produce lightning, but there is still debate about exactly how a cloud builds up electrical charges, and how lightning forms. Precipitation and convection theories both attempt to explain the electrical structure within clouds.

Precipitation theorists suppose that different sized raindrops, hail, and graupel get their positive or negative charge as they collide, with the heavier particles carrying negative charge to the lower part of the cloud.

Convection theorists believe that updrafts transport positive charges found near the ground upward through the cloud while downdrafts carry negative charges downward.

You can read more about lightning at the National Weather Service's JetStream Online School for Weather.

How is electrical charge distributed through a thunderstorm?



Charge distribution in storm clouds [+]

A conceptual model shows the electrical charge distribution inside deep convection (thunderstorms), developed by NSSL and university scientists. In the main updraft (in and above the red arrow), there are four main charge regions. In the convective region but outside the outdraft (in and above the blue arrow), there are more than four charge regions.

Name:

Questions for Severe Weather 101 (LIGHTNING)

1. Define the term lightning.

2. List 3 places lighting can be seen as a natural phenomena on earth.

3. Explain how lightning causes thunder.

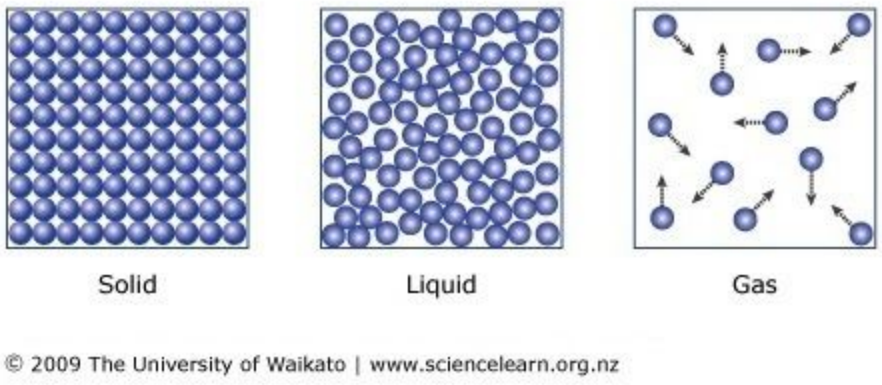
4. Thunder can be heard up to _____ miles away from the lightning discharge.

5. Explain why lightning commonly strikes tall objects.

6. Explain either the Precipitation or Convection theory of what causes lightning.

States of Matter Article

Anything that has mass is made up of matter – an all-encompassing word for atoms and molecules that make up our physical world. We describe this matter as existing in states (sometimes referred to as phases). Most people are familiar with three states of matter – solids, liquids and gases – but there are two more that are less commonly known but just as important – plasmas and Bose-Einstein condensates.

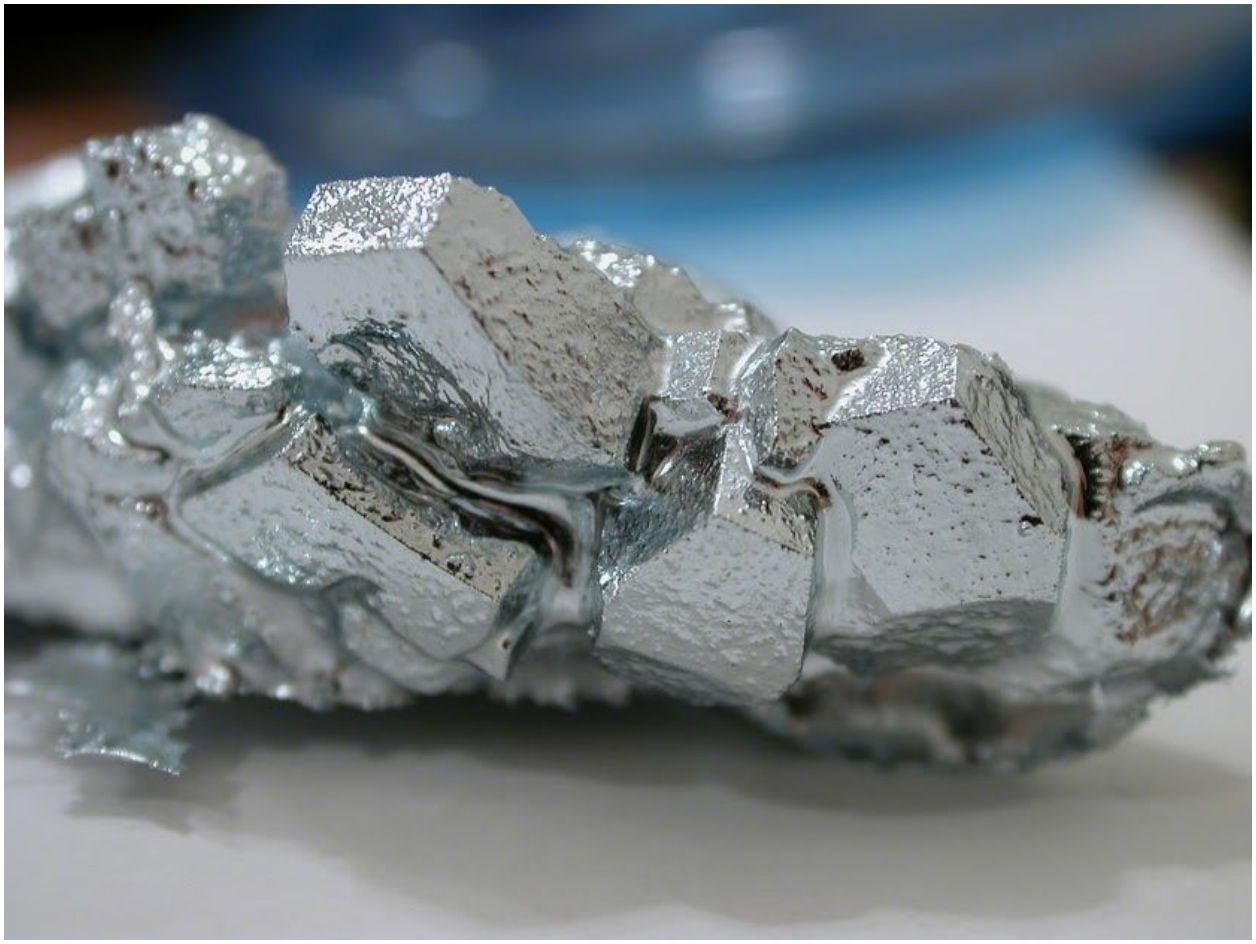


Three states of matter

Solids, liquids and gases are three states of matter. In solids, the particles are tightly packed together. In liquids, the particles have more movement, while in gases, they are spread out. Particles in chemistry can be atoms, ions or molecules.

It is important to understand the particle nature of matter. The particles that make up matter are not ‘small bits of solid’ or ‘small drops of liquid’ but atoms and molecules. The physical characteristics of those atoms and molecules decide its state.

Solid



Gallium crystal

Gallium is an uncommon metal that exists in a liquid and solid form. This gallium crystal would melt if you handled it.

Something is usually described as a solid if it can hold its own shape and is hard to compress (squash). The molecules in a solid are closely packed together – they have a high density.

Right now, you are probably sitting on a chair, using a mouse or a keyboard that is resting on a desk – all those things are solids.

Liquid

In liquids, the molecules have the ability to move around and slide past each other. A liquid will take on the shape of the container it is being held in. While a liquid is easier to

compress than a solid, it is still quite difficult – imagine trying to compress water in a confined container!

Water is an example of a liquid, and so is milk, juice and the petrol you put in the car.

Gas

In gases, the atoms are much more spread out than in solids or liquids, and the atoms collide randomly with one another. A gas will fill any container, but if the container is not sealed, the gas will escape. Gas can be compressed much more easily than a liquid or solid.

Right now, you are breathing in air – a mixture of gases containing many elements such as oxygen, nitrogen and carbon.

Plasma

Plasma is very similar to gas, In fact, the easiest way to describe plasma is as a gas that can carry an electrical charge. Plasma is a form of matter that exists when atoms are in an excited state. They are so excited that they jump an energy level and, in doing so, give off light. Plasma particles are spread out and move around randomly, but unlike gas, they contain some free ions and electrons, which gives plasma its ability to conduct electricity.

On Earth, plasmas are commonly found in some kinds of fluorescent lights and neon signs. Another form of plasma on Earth happens during storms as lightning.

Lightning

A lightning storm is an example of plasma, one of the known states of matter. Plasma is atoms in a very excited state and giving off light.

Auroras are another form of plasma, where atoms in the upper atmosphere are affected by particles coming in from outer space. The most common form of plasma is in the stars – our Sun exists in the plasma state. Overall, plasmas are the most common state of matter – they make up 99% of the visible universe.

Find out more about gases and plasmas in this article.

Bose-Einstein condensate (BEC)

To understand a Bose-Einstein condensate (BEC), you must first know a bit about temperature.

There is a temperature at which molecular motion (therefore everything) stops, this is called absolute zero (0K or around -273°C). Just a fraction above this temperature – and only for some elements – a BEC occurs. The atoms start behaving like little waves and start

overlapping one another until they eventually act like one wave and essentially become a superatom. They are not bonded or mixed – they have become indistinguishable from one another, having the same qualities and existing in the same place.

Daniel Kleppner from the Massachusetts Institute of Technology has a great description. He says the “particles have lost their identity – they all think they are everywhere”. One atom can’t tell itself from another.

Changing states

It is important to understand that matter exists in all states and that matter can also change states. It does this by either using or releasing energy, and it is usually associated with changes in temperature and pressure.

A simple example is water. If you have a block of ice, you have solid water. Add heat (a form of energy) and the ice melts into liquid water that you could drink (it has reached its melting point). Continue to apply heat, and the water will evaporate and turn into steam, which is water in a gaseous state (it has reached boiling point). This works backwards, too. Gas can cool down (by losing energy) and condense back into liquid water and cool down further into a solid. There is even a process called sublimation where a solid can turn straight into a gas when heat is applied.

Gas can also change state to a plasma or BEC:

- In plasma TVs, little pockets of gas are excited with electricity disrupting the normal balance of atoms so there are lots of free ions and electrons, turning them into plasma, which creates a light.
- If you super cool gas, you get a BEC superatom wave. Warm it up, and the wave will return to a gas.

Name:

Questions from the article States of Matter

*For each of the 3 main states of matter below, list 3 characteristics.

Solid:

1.

2.

3.

Liquid:

1.

2.

3.

Gas:

1.

2.

3.

What is Plasma?

List 3 examples of where Plasma exists on earth.

7th Grade Language Arts

Packet Distribution #2

Part 1a: Narrative Reading. “A Retrieved Reformation,” by O. Henry

Instructions:

- Read the story, “A Retrieved Reformation,” by O. Henry
- Answer the questions in **complete sentences**.

**This is from O. Henry’s short story collection “Roads of Destiny.” You can read the entire collection online at Project Gutenberg.*

A Retrieved Reformation, by O. Henry

A guard came to the prison shoe-shop, where Jimmy Valentine was assiduously stitching uppers, and escorted him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it in a tired kind of way. He had served nearly ten months of a four year sentence. He had expected to stay only about three months, at the longest. When a man with as many friends on the outside as Jimmy Valentine had is received in the "stir" it is hardly worth while to cut his hair.

"Now, Valentine," said the warden, "you'll go out in the morning. Brace up, and make a man of yourself. You're not a bad fellow at heart. Stop cracking safes, and live straight."

"Me?" said Jimmy, in surprise. "Why, I never cracked a safe in my life."

"Oh, no," laughed the warden. "Of course not. Let's see, now. How was it you happened to get sent up on that Springfield job? Was it because you wouldn't prove an alibi for fear of compromising somebody in extremely high-toned society? Or was it simply a case of a mean old jury that had it in for you? It's always one or the other with you innocent victims."

"Me?" said Jimmy, still blankly virtuous. "Why, warden, I never was in Springfield in my life!"

"Take him back, Cronin!" said the warden, "and fix him up with outgoing clothes. Unlock him at seven in the morning, and let him come to the bull-pen. Better think over my advice, Valentine."

At a quarter past seven on the next morning Jimmy stood in the warden's outer office. He had on a suit of the villainously fitting, ready-made clothes and a pair of the stiff, squeaky shoes that the state furnishes to its discharged compulsory guests.

The clerk handed him a railroad ticket and the five-dollar bill with which the law expected him to rehabilitate himself into good citizenship and prosperity. The warden gave him a cigar, and shook hands. Valentine, 9762, was chronicled on the books, "Pardoned by Governor," and Mr. James Valentine walked out into the sunshine.

Disregarding the song of the birds, the waving green trees, and the smell of the flowers, Jimmy headed straight for a restaurant. There he tasted the first sweet joys of liberty in the shape of a broiled chicken and a bottle of white wine—followed by a cigar a grade better than the one the warden had given him. From there he proceeded leisurely to the depot. He tossed a quarter into the hat of a blind man sitting by the door, and boarded his train. Three hours set him down in a little town near the state line. He went to the café of one Mike Dolan and shook hands with Mike, who was alone behind the bar.

"Sorry we couldn't make it sooner, Jimmy, me boy," said Mike. "But we had that protest from Springfield to buck against, and the governor nearly balked. Feeling all right?"

"Fine," said Jimmy. "Got my key?"

He got his key and went upstairs, unlocking the door of a room at the rear. Everything was just as he had left it. There on the floor was still Ben Price's collar-button that had been torn from that eminent detective's shirt-band when they had overpowered Jimmy to arrest him.

Pulling out from the wall a folding-bed, Jimmy slid back a panel in the wall and dragged out a dust-covered suit-case. He opened this and gazed fondly at the finest set of burglar's tools in the East. It was a complete set, made of specially tempered steel, the latest designs in drills, punches, braces and bits, jimmies, clamps, and augers, with two or three novelties, invented by Jimmy himself, in which he took pride. Over nine hundred dollars they had cost him to have made at ——, a place where they make such things for the profession.

In half an hour Jimmy went down stairs and through the café. He was now dressed in tasteful and well-fitting clothes, and carried his dusted and cleaned suit-case in his hand.

"Got anything on?" asked Mike Dolan, genially.

"Me?" said Jimmy, in a puzzled tone. "I don't understand. I'm representing the New York Amalgamated Short Snap Biscuit Cracker and Frazzled Wheat Company."

This statement delighted Mike to such an extent that Jimmy had to take a seltzer-and-milk on the spot. He never touched "hard" drinks.

A week after the release of Valentine, 9762, there was a neat job of safe-burglary done in Richmond, Indiana, with no clue to the author. A scant eight hundred dollars was all that was secured. Two weeks after that a patented, improved, burglar-proof safe in Logansport was opened like a cheese to the tune of fifteen hundred dollars, currency; securities and silver untouched. That began to interest the rogue-catchers. Then an old-fashioned bank-safe in Jefferson City became active and threw out of its crater an eruption of bank-notes amounting to five thousand dollars. The losses were now high enough to bring the matter up into Ben Price's class of work. By comparing notes, a remarkable similarity in the methods of the burglaries was noticed. Ben Price investigated the scenes of the robberies, and was heard to remark:

"That's Dandy Jim Valentine's autograph. He's resumed business. Look at that combination knob—jerked out as easy as pulling up a radish in wet weather. He's got the only clamps that can do it. And look how clean those tumblers were punched out! Jimmy never has to drill but one hole. Yes, I guess I want Mr. Valentine. He'll do his bit next time without any short-time or clemency foolishness."

Ben Price knew Jimmy's habits. He had learned them while working up the Springfield case. Long jumps, quick get-aways, no confederates, and a taste for good society—these ways had helped Mr. Valentine to become noted as a successful dodger of retribution. It was given out that Ben Price had taken up the trail of the elusive cracksman, and other people with burglar-proof safes felt more at ease.

One afternoon Jimmy Valentine and his suit-case climbed out of the mail-hack in Elmore, a little town five miles off the railroad down in the black-jack country of Arkansas. Jimmy, looking like an athletic young senior just home from college, went down the board side-walk toward the hotel.

A young lady crossed the street, passed him at the corner and entered a door over which was the sign, "The Elmore Bank." Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and

coloured slightly. Young men of Jimmy's style and looks were scarce in Elmore.

Jimmy collared a boy that was loafing on the steps of the bank as if he were one of the stockholders, and began to ask him questions about the town, feeding him dimes at intervals. By and by the young lady came out, looking royally unconscious of the young man with the suit-case, and went her way.

"Isn't that young lady Polly Simpson?" asked Jimmy, with specious guile.

"Naw," said the boy. "She's Annabel Adams. Her pa owns this bank. What'd you come to Elmore for? Is that a gold watch-chain? I'm going to get a bulldog. Got any more dimes?"

Jimmy went to the Planters' Hotel, registered as Ralph D. Spencer, and engaged a room. He leaned on the desk and declared his platform to the clerk. He said he had come to Elmore to look for a location to go into business. How was the shoe business, now, in the town? He had thought of the shoe business. Was there an opening?

The clerk was impressed by the clothes and manner of Jimmy. He, himself, was something of a pattern of fashion to the thinly gilded youth of Elmore, but he now perceived his shortcomings. While trying to figure out Jimmy's manner of tying his four-in-hand he cordially gave information.

Yes, there ought to be a good opening in the shoe line. There wasn't an exclusive shoe-store in the place. The dry-goods and general stores handled them. Business in all lines was fairly good. Hoped Mr. Spencer would decide to locate in Elmore. He would find it a pleasant town to live in, and the people very sociable.

Mr. Spencer thought he would stop over in the town a few days and look over the situation. No, the clerk needn't call the boy. He would carry up his suit-case, himself; it was rather heavy.

Mr. Ralph Spencer, the phœnix that arose from Jimmy Valentine's ashes—ashes left by the flame of a sudden and alterative attack of love—remained in Elmore, and prospered. He opened a shoe-store and secured a good run of trade.

Socially he was also a success, and made many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams, and became more and more captivated by her charms.

At the end of a year the situation of Mr. Ralph Spencer was this: he had won

the respect of the community, his shoe-store was flourishing, and he and Annabel were engaged to be married in two weeks. Mr. Adams, the typical, plodding, country banker, approved of Spencer. Annabel's pride in him almost equalled her affection. He was as much at home in the family of Mr. Adams and that of Annabel's married sister as if he were already a member.

One day Jimmy sat down in his room and wrote this letter, which he mailed to the safe address of one of his old friends in St. Louis:

> Dear Old Pal:
>
> I want you to be at Sullivan's place, in Little Rock, next Wednesday night, at nine o'clock. I want you to wind up some little matters for me. And, also, I want to make you a present of my kit of tools. I know you'll be glad to get them—you couldn't duplicate the lot for a thousand dollars. Say, Billy, I've quit the old business—a year ago. I've got a nice store. I'm making an honest living, and I'm going to marry the finest girl on earth two weeks from now. It's the only life, Billy—the straight one. I wouldn't touch a dollar of another man's money now for a million. After I get married I'm going to sell out and go West, where there won't be so much danger of having old scores brought up against me. I tell you, Billy, she's an angel. She believes in me; and I wouldn't do another crooked thing for the whole world. Be sure to be at Sully's, for I must see you. I'll bring along the tools with me.
>
> Your old friend,
>
> Jimmy.

On the Monday night after Jimmy wrote this letter, Ben Price jogged unobtrusively into Elmore in a livery buggy. He lounged about town in his quiet way until he found out what he wanted to know. From the drug-store across the street from Spencer's shoe-store he got a good look at Ralph D. Spencer.

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding-suit and buy something nice for Annabel. That would be the first time he had left town since he came to Elmore. It had been more than a year now since those last professional "jobs," and he

thought he could safely venture out.

After breakfast quite a family party went downtown together—Mr. Adams, Annabel, Jimmy, and Annabel's married sister with her two little girls, aged five and nine. They came by the hotel where Jimmy still boarded, and he ran up to his room and brought along his suit-case. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the railroad station.

All went inside the high, carved oak railings into the banking-room—Jimmy included, for Mr. Adams's future son-in-law was welcome anywhere. The clerks were pleased to be greeted by the good-looking, agreeable young man who was going to marry Miss Annabel. Jimmy set his suit-case down. Annabel, whose heart was bubbling with happiness and lively youth, put on Jimmy's hat, and picked up the suit-case. "Wouldn't I make a nice drummer?" said Annabel. "My! Ralph, how heavy it is? Feels like it was full of gold bricks."

"Lot of nickel-plated shoe-horns in there," said Jimmy, coolly, "that I'm going to return. Thought I'd save express charges by taking them up. I'm getting awfully economical."

The Elmore Bank had just put in a new safe and vault. Mr. Adams was very proud of it, and insisted on an inspection by every one. The vault was a small one, but it had a new, patented door. It fastened with three solid steel bolts thrown simultaneously with a single handle, and had a time-lock. Mr. Adams beamingly explained its workings to Mr. Spencer, who showed a courteous but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs.

While they were thus engaged Ben Price sauntered in and leaned on his elbow, looking casually inside between the railings. He told the teller that he didn't want anything; he was just waiting for a man he knew.

Suddenly there was a scream or two from the women, and a commotion. Unperceived by the elders, May, the nine-year-old girl, in a spirit of play, had shut Agatha in the vault. She had then shot the bolts and turned the knob of the combination as she had seen Mr. Adams do.

The old banker sprang to the handle and tugged at it for a moment. "The door can't be opened," he groaned. "The clock hasn't been wound nor the combination set."

Agatha's mother screamed again, hysterically.

"Hush!" said Mr. Adams, raising his trembling hand. "All be quite for a moment. Agatha!" he called as loudly as he could. "Listen to me." During the following silence they could just hear the faint sound of the child wildly shrieking in the dark vault in a panic of terror.

"My precious darling!" wailed the mother. "She will die of fright! Open the door! Oh, break it open! Can't you men do something?"

"There isn't a man nearer than Little Rock who can open that door," said Mr. Adams, in a shaky voice. "My God! Spencer, what shall we do? That child—she can't stand it long in there. There isn't enough air, and, besides, she'll go into convulsions from fright."

Agatha's mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

"Can't you do something, Ralph—*try*, won't you?"

He looked at her with a queer, soft smile on his lips and in his keen eyes.

"Annabel," he said, "give me that rose you are wearing, will you?"

Hardly believing that she heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vest-pocket, threw off his coat and pulled up his shirt-sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.

"Get away from the door, all of you," he commanded, shortly.

He set his suit-case on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of any one else. He laid out the shining, queer implements swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

In a minute Jimmy's pet drill was biting smoothly into the steel door. In ten minutes—breaking his own burglarious record—he threw back the bolts and opened the door.

Agatha, almost collapsed, but safe, was gathered into her mother's arms.

Jimmy Valentine put on his coat, and walked outside the railings towards the

front door. As he went he thought he heard a far-away voice that he once knew call "Ralph!" But he never hesitated.

At the door a big man stood somewhat in his way.

"Hello, Ben!" said Jimmy, still with his strange smile. "Got around at last, have you? Well, let's go. I don't know that it makes much difference, now."

And then Ben Price acted rather strangely.

"Guess you're mistaken, Mr. Spencer," he said. "Don't believe I recognize you. Your buggy's waiting for you, ain't it?"

And Ben Price turned and strolled down the street.

"A Retrieved Reformation," questions:

**Answer in complete sentences*

1. At the end of the story, what do you think of Jimmy's decision to crack the safe?

_____

_____

_____

_____

2. Why do you think Ben Price lets Jimmy go free?

_____

_____

_____

_____

_____

3. How do you think Jimmy will explain his actions to Annabel?

_____

_____

_____

_____

_____

4. Both Jimmy Valentine and Ben Price make important, possibly difficult, decisions.

4a. Explain how Jimmy showed courage through his decisions.

_____

_____

_____

_____

_____

4b. Explain how Ben showed courage through his decisions.

_____

_____

_____

_____

_____

4c. In your opinion, which of these two men showed more courage? Explain your answer.

_____

_____

_____

_____

_____

5. Suppose Agatha had not been locked in the safe. Do you think Jimmy would ever have confessed his past to Annabel?

_____

_____

_____

_____

_____

Part 1b: Writing from Knowledge and Experience

Choose **one** of the given options, and write an extended story or essay.

- It should be several paragraphs.
- Use a logical sequence (order) of events or ideas.
- Use description language and figurative language to make your writing clear and interesting.

****You can write this on this page, on another paper, or type it. Use what will be most appropriate for your situation.

Option 1: Creative Writing: Write a new ending for this story. *(Perhaps Agatha was never locked in the safe. Perhaps Ben Price chose to arrest Jimmy afterall. Perhaps Jimmy decided to rob the bank instead of marrying Annabel. Be creative!)*

Option 2: Creative Writing: Write an original story about a person who did (or did not) get a second chance.

Option 3: Nonfiction Writing: Write a story from your life about a time that you did (or did not) get (or give) a second chance.

Option 4: Analytical Writing: Explain how Jimmy changed over the course of the story, what caused those changes, and how those changes affected the outcome of the story.

Option 5: Choice: Write about whatever is on your mind in the format and style you choose. (This could be in the form of comics, paragraphs, song lyrics/poetry, a presentation, etc.)

Part 2: Poetry: The Road Not Taken

The Road Not Taken, by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

"The Road Less Traveled" Questions

1. Infer the season. How do you know?

_____

_____

2. Describe the conflict the speaker is feeling.

_____

_____

_____

3. Why does the reader doubt he will ever come back to travel the first road?

_____

_____

_____

4. What do you think the road might represent? Explain your answer.

_____

_____

_____

5. In line 16, the speaker says s/he will be “telling this with a sigh” ages and ages hence. What are some possible reasons that s/he may be sighing?

_____

_____

_____

6. The poem ends with the speaker saying that s/he *“took the one less traveled by and that has made all the difference.”* Do you think that the speaker of the poem is glad that he took the road he did, or do you think he regrets it. Why?

_____

_____

_____

_____

_____

The Road Not Traveled: Connections

Describe a time that you had to make a (big) decision, and how that decision affected you, good or bad.

Example:

The spring of my freshman year in high school, I decided to play soccer. This was not a popular decision. The "popular crowd," chose golf or softball. Our PE teacher told us that soccer wasn't even a sport, and he wouldn't let us bring our soccer balls into the gym, even on "free" days. I definitely felt anxiety about not "fitting in," but I stuck to my guns. I ended up playing club soccer in the fall and spring, indoor soccer in the winter, and Varsity soccer in the spring. (Yes, I was on two different soccer teams in the spring!)

I worked hard, I built solid skills, and I loved playing. My senior year, I started looking at colleges. I had three different teams scout me, and they all invited me to play, with scholarships, at their schools.

The school and coach I liked the best was Northern Michigan University, so I chose to move to the Upper Peninsula for a few years. This ended up being one of the best choices I made. It is where I decided to become a teacher. It is where I met some of my best friends. It is where I learned balance, dedication, and hard work, no matter what circumstances arrive.

If I hadn't chosen soccer in High School, and followed my own path, I wouldn't have ended up with the opportunities or successes that I cherish so much.

From Imperial to Feudal Japan

Unlike mainland Asian civilizations, Japan was rarely threatened by invaders. However, it was influenced by neighboring cultures.

- Japan's religion, written language, and government were based on ideas from China and Korea.
- Strong emperors ruled early Japan. Over time, civil wars divided Japan into tiny kingdoms with their own rulers.
- As internal conflict decreased, a more unified Japan increased trade with neighboring regions.

Top 10 Cities, 900

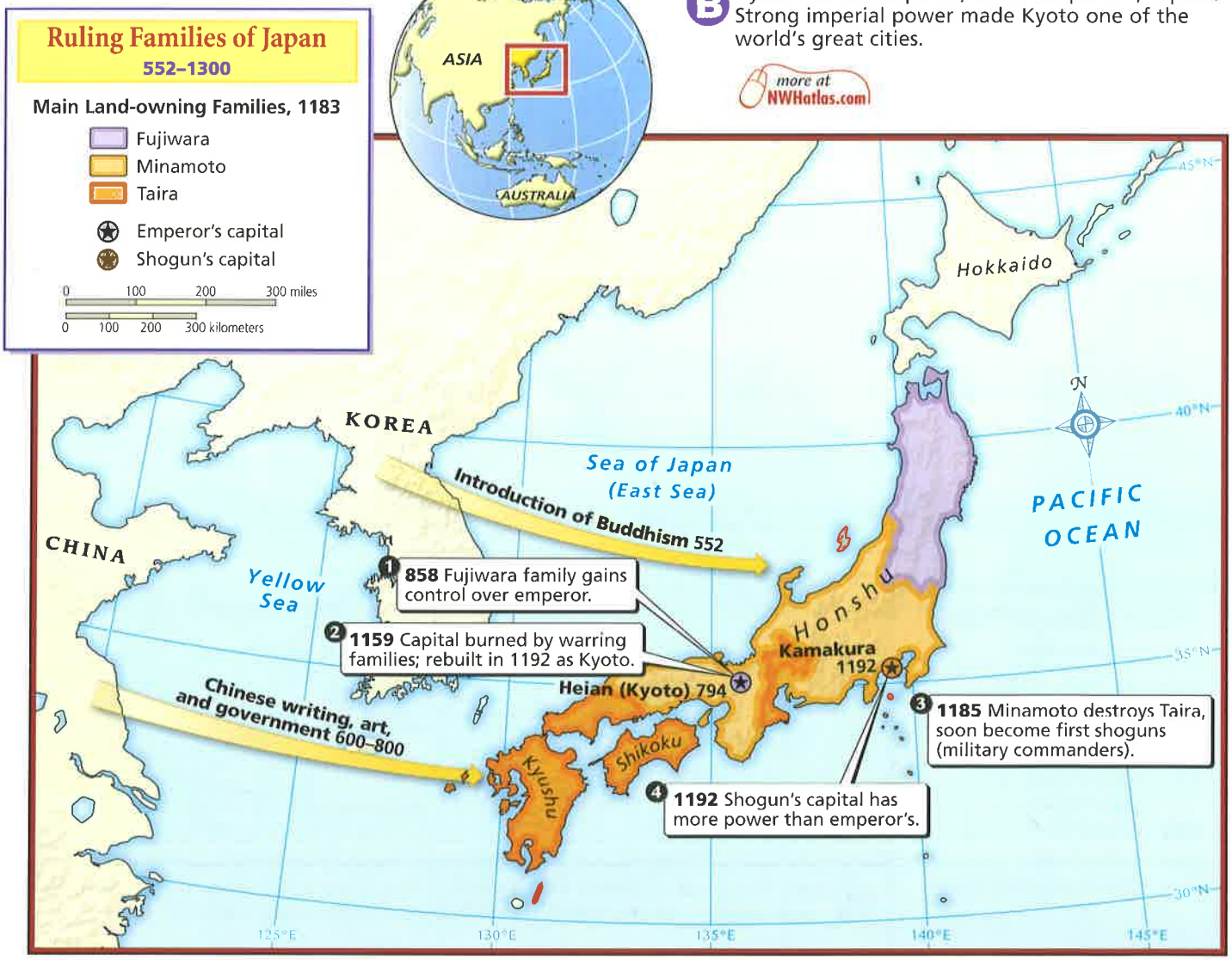
City Locations

Rank/City (Modern Country)	Population
1 Baghdad (Iraq)	900,000
2 Changan (China)	500,000
3 Constantinople (Turkey)	300,000
4 Kyoto (Japan)	200,000
5 Cordoba (Spain)	200,000
6 Alexandria (Egypt)	175,000
7 Luoyang (China)	150,000
8 Fustat (Egypt)	150,000
9 Manyakheta (India)	100,000
10 Kairwan (Tunisia)	100,000

A Conflicts between land-owning families weakened the emperor's political power. By 1192 **shoguns** (generals) took over as the true rulers of Japan.

B Kyoto was the imperial, or the emperor's, capital. Strong imperial power made Kyoto one of the world's great cities.

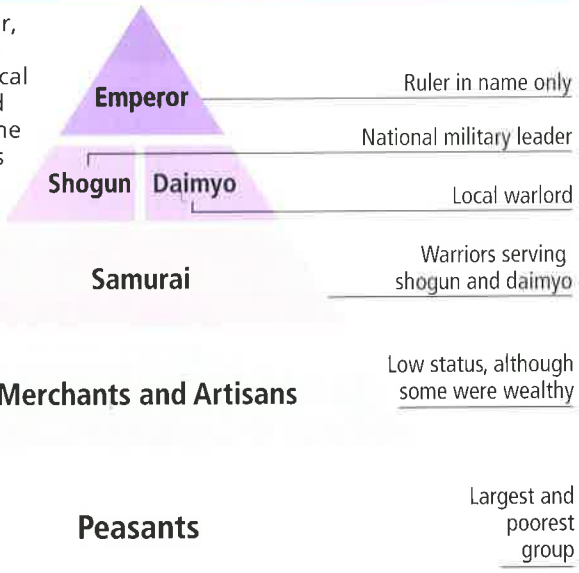
more at NWHatlas.com



SOCIAL STRUCTURE

Japanese Feudal Structure, 1467–1867

C After years of civil war, a new social structure emerged in Japan. Local military leaders, called *daimyo*, challenged the power of the shoguns with armies of paid samurai. Compare this chart with the chart on page 68.



D Samurai followed a strict honor code called **bushido**, or "way of the warrior." They valued honesty, courage, and fighting skills.

If they fought with swords, why were they called sho-*guns*?

Shogun means *great general* in Japanese. The first shogun, Yoritomo, received his title from the emperor in 1192. Yoritomo established a military government called a *shogunate*.

E In the late 1500s legal and illegal Japanese trade increased in East and Southeast Asia. About ten thousand Japanese lived outside of Japan, some as traders.

UNIT 5

African Empires

500 B.C. (B.C.E.) to A.D. (C.E.) 1600

A.D. 570
Axum loses control of Yemen.

500 B.C. (B.C.E.) | B.C. (B.C.E.) ◀ | ▶ A.D. (C.E.) | A.D. (C.E.) 500

500 B.C.
Bantu migration begins.

A.D. 321
Christianity is adopted by king of Axum.

A.D. 639
Muslim Arabs invade North Africa.

Early Civilizations of Africa

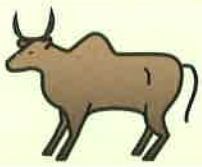
Many different cultures developed in Africa after Egypt and Kush (see pages 18–19).

- The Bantu people of western Africa spread east and south beginning around 500 B.C. They spread ironworking, farming, and herding across central and southern Africa.
- In the east, Axum became a strong empire. It defeated Kush and controlled trade on the Red Sea.
- Axum kings converted to Christianity, increasing contact between eastern Africa and the Mediterranean region.

Science & Technology
Bantu Innovations

Iron
Produced iron tools such as axes, hoes, knives, and spears.

New Crops
Introduced plantains, creating a year-round supply of food.

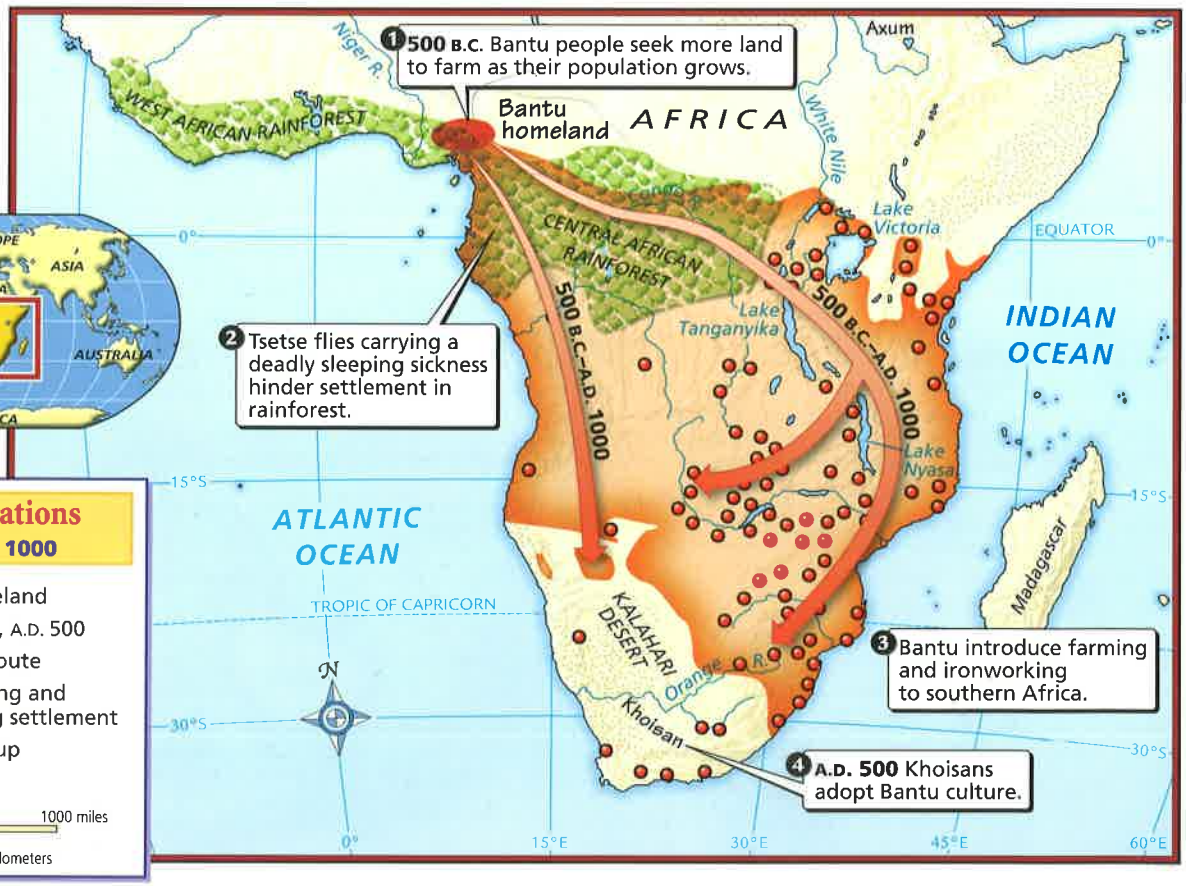


Pastoralism
Developed the practice of moving herds to fresh grazing land.

A Bantu-speaking farmers and herders migrated for about 1,500 years. They combined with local culture groups except in areas unsuitable for farming. Today there are more than 300 different Bantu culture groups.

B Horses and larger breeds of cattle died of sleeping sickness in central and southern Africa. As a result, Bantu farmers could not use plows. They also needed crops that could survive heat, floods, and drought.

more at NWHatlas.com



Bantu Migrations
500 B.C.–A.D. 1000

- Bantu homeland
- Bantu lands, A.D. 500
- Migration route
- Large farming and ironworking settlement
- Khoisan Culture group
- Desert

0 500 1000 miles
0 500 1000 kilometers

A.D. 700 **Ghana** becomes the first empire in West Africa.

A.D. 850 **Kilwa** is one of the earliest Swahili cities.

A.D. 919 **Fatamids** take over Tunisia.

A.D. 1076 **Almoravids** conquer Ghana.

A.D. 1187 **Ayyubid** sultan **Saladin** captures Jerusalem.

A.D. 1100 **Great Zimbabwe** controls southern trade routes.

A.D. 1240 **Mali Empire** is established.

A.D. 1335 **Songhai Empire** is established.

A.D. 1355 **Ibn Battuta** finishes his book *Travels*.

A.D. 1400 **Timbuktu** is the center of Mali culture.

A.D. 1500 **Swahili** city-states thrive on trade.

A.D. 1591 **Songhai** falls.

A.D. (C.E.) 1000

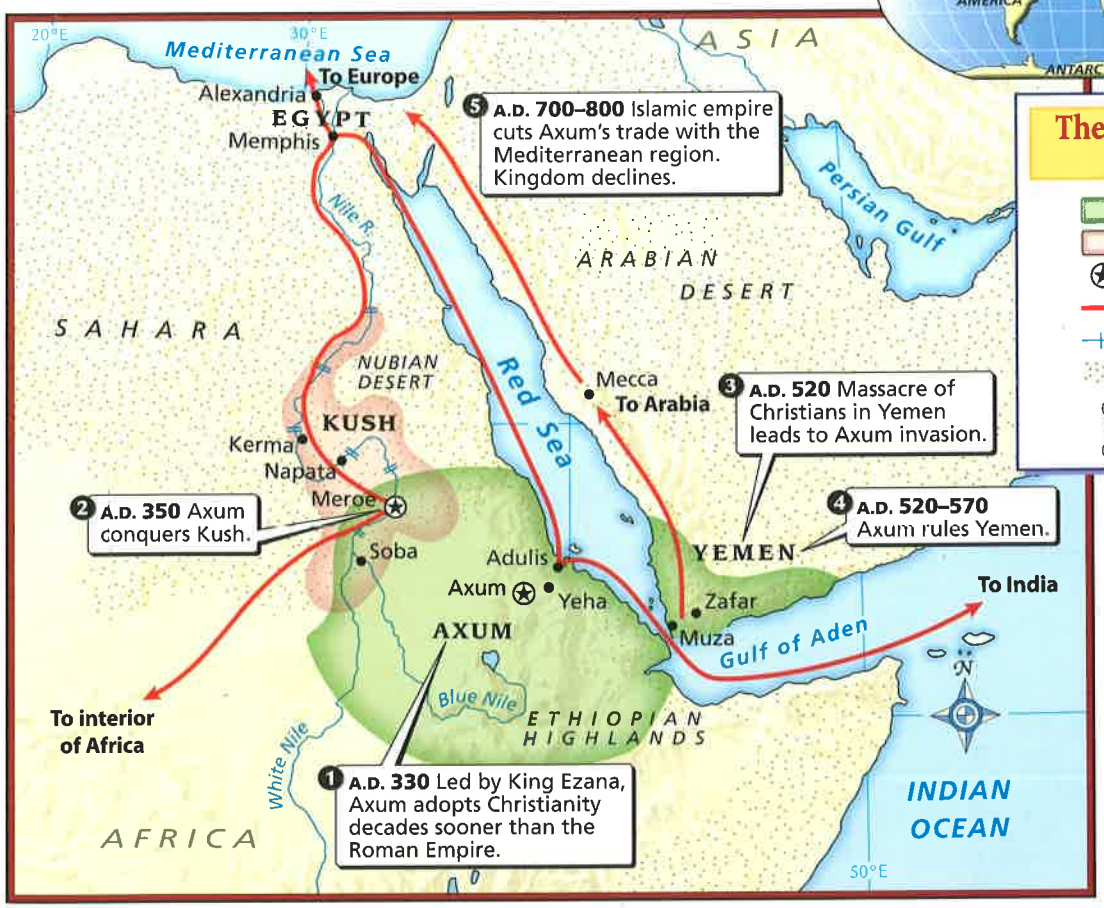
A.D. (C.E.) 1500

C

The royal tombs of Axum have large steles, or stone monuments, carved with false doors and windows. This stele is for the tomb of King Ezana, the first Christian king.

Where does it come from?

Both the Axum and Bantu cultures are **indigenous** to Africa, meaning they originally developed there. Christianity is not indigenous to Africa but was introduced to the continent by travelers.



The Kingdom of Axum
A.D. 100–800

- Kingdom of Axum
- Kingdom of Kush
- Capital
- Flow of trade
- Cataract (waterfall)
- Desert

0 200 400 miles
0 200 400 kilometers

D

Axum controlled the ivory and incense trade to India and the Byzantine Empire. Axum fought Persia for control of Yemen and Arabia just before Muhammad was born in Mecca (see page 46).

Islamic Kingdoms of North Africa

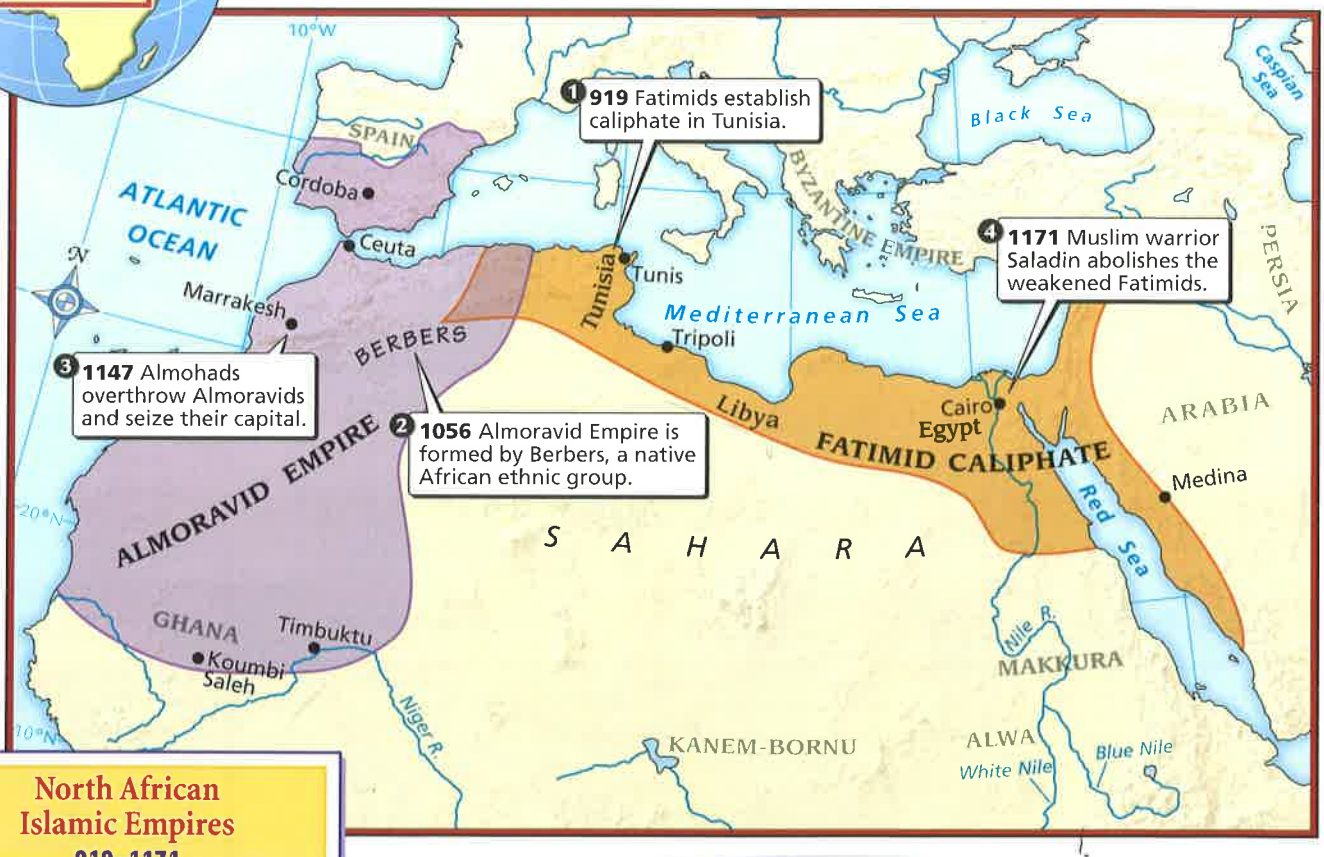
Muslims began conquering the Byzantines and Vandals in North Africa in 639 (see page 46). However, Muslim North Africans soon gained independence from the Islamic empires further east.

- Arab migrants and the indigenous Berber people formed new kingdoms. These kingdoms expanded into sub-Saharan Africa, Europe, and southwest Asia.
- North Africa grew as a center of learning. Muslim and Jewish scholars wrote books on mathematics, science, and philosophy (see page 66). These books later influenced Western European thought.
- North Africa also became a major center of trade. North African goods and merchants moved across Europe, Asia, and Africa.

more at NWHatlas.com

A This illustration shows warriors from the Fatimid Caliphate. The Fatimids conquered Egypt and later founded Cairo.

B Anger against the greed of Muslim rulers in Spain and Arabia led the Fatimids and Almoravids to power. Their kingdoms faced continuous threats from Christians, other Muslims, and each other.



North African Islamic Empires
919–1171

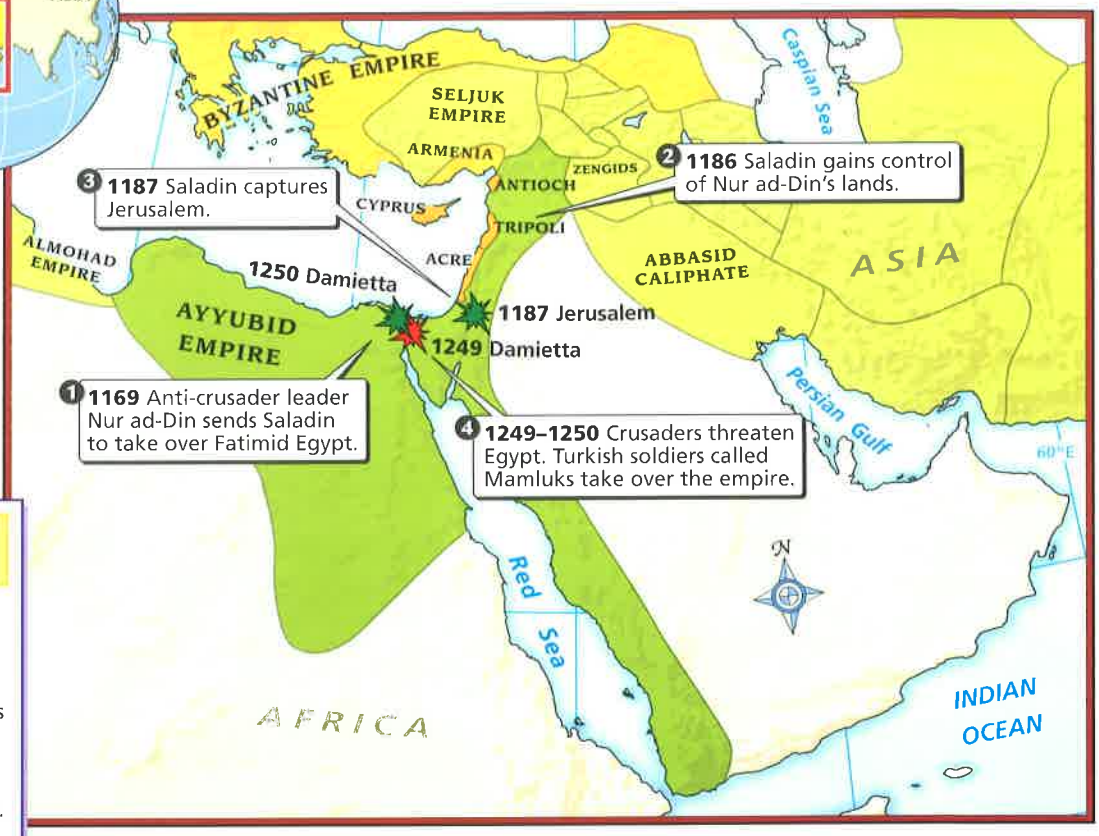
Fatimid Caliphate, 969–1171
Almoravid Empire, 1056–1147

0 500 1000 miles
0 500 1000 kilometers

What do algebra and syrup have in common?

Both words are from Arabic. When Europeans studied Arab science books, they found things they had never heard of. As a result, they incorporated Arabic words including *al-jabr* and *sarab* into their vocabulary.

C Kurdish commander Saladin conquered Fatimid Egypt as part of a larger war against Crusaders from Western Europe (see page 71). His dynasty, the Ayyubids, survived until a new crusade invaded Egypt.

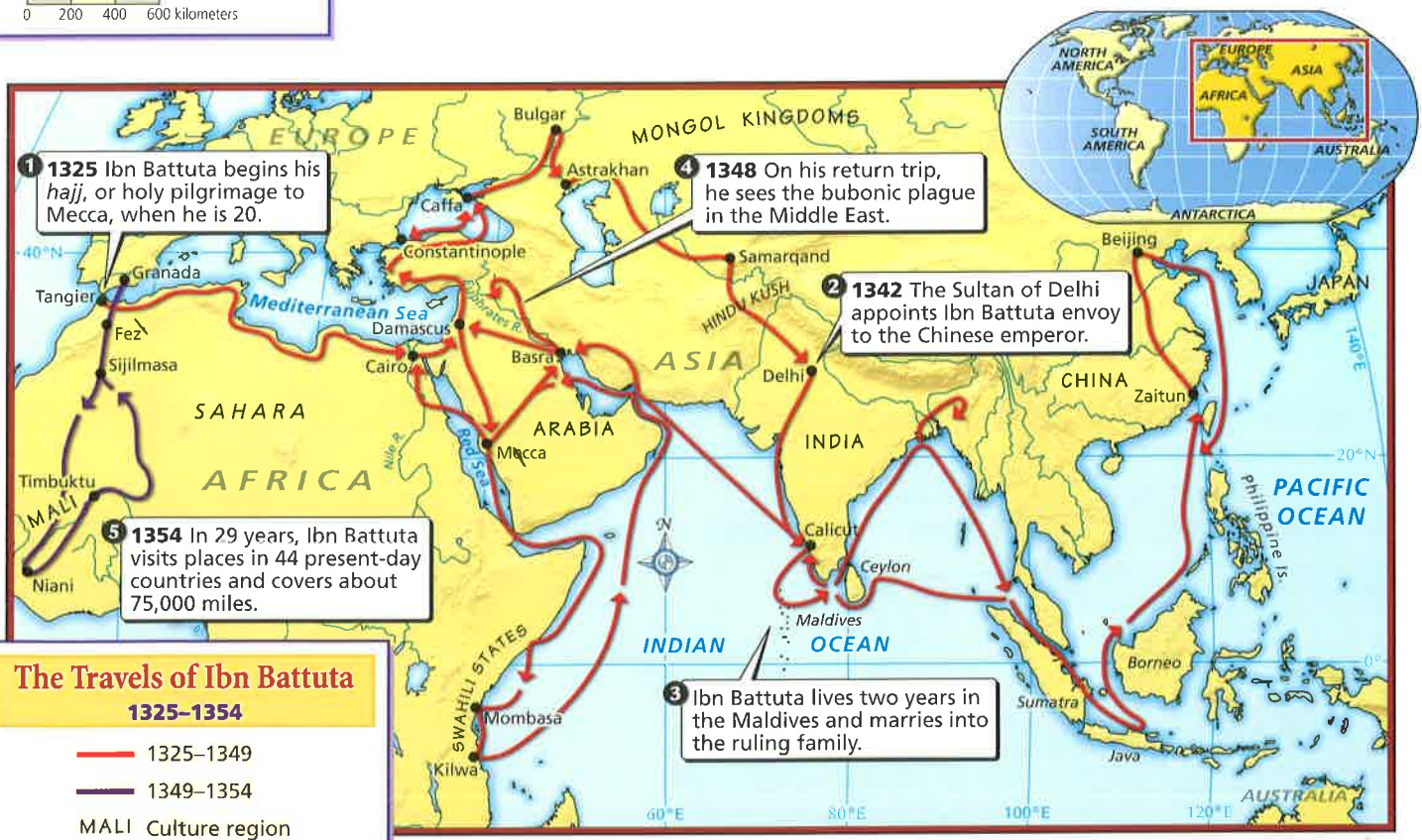


Ayyubid Empire
1169–1250

- Ayyubid Empire
- Other Muslim kingdoms
- Crusader kingdoms
- Other Christian kingdoms
- Islamic victory
- Christian victory

Map shows boundaries of 1200.

0 200 400 600 miles
0 200 400 600 kilometers



The Travels of Ibn Battuta
1325–1354

- 1325–1349
- 1349–1354
- MALI Culture region

0 1000 2000 miles
0 1000 2000 kilometers

D Ibn Battuta was born in Morocco. He visited nearly every Islamic country and several non-Islamic countries. His book *Rihlah* or *Travels* contains some of the best descriptions of life in the 1300s.

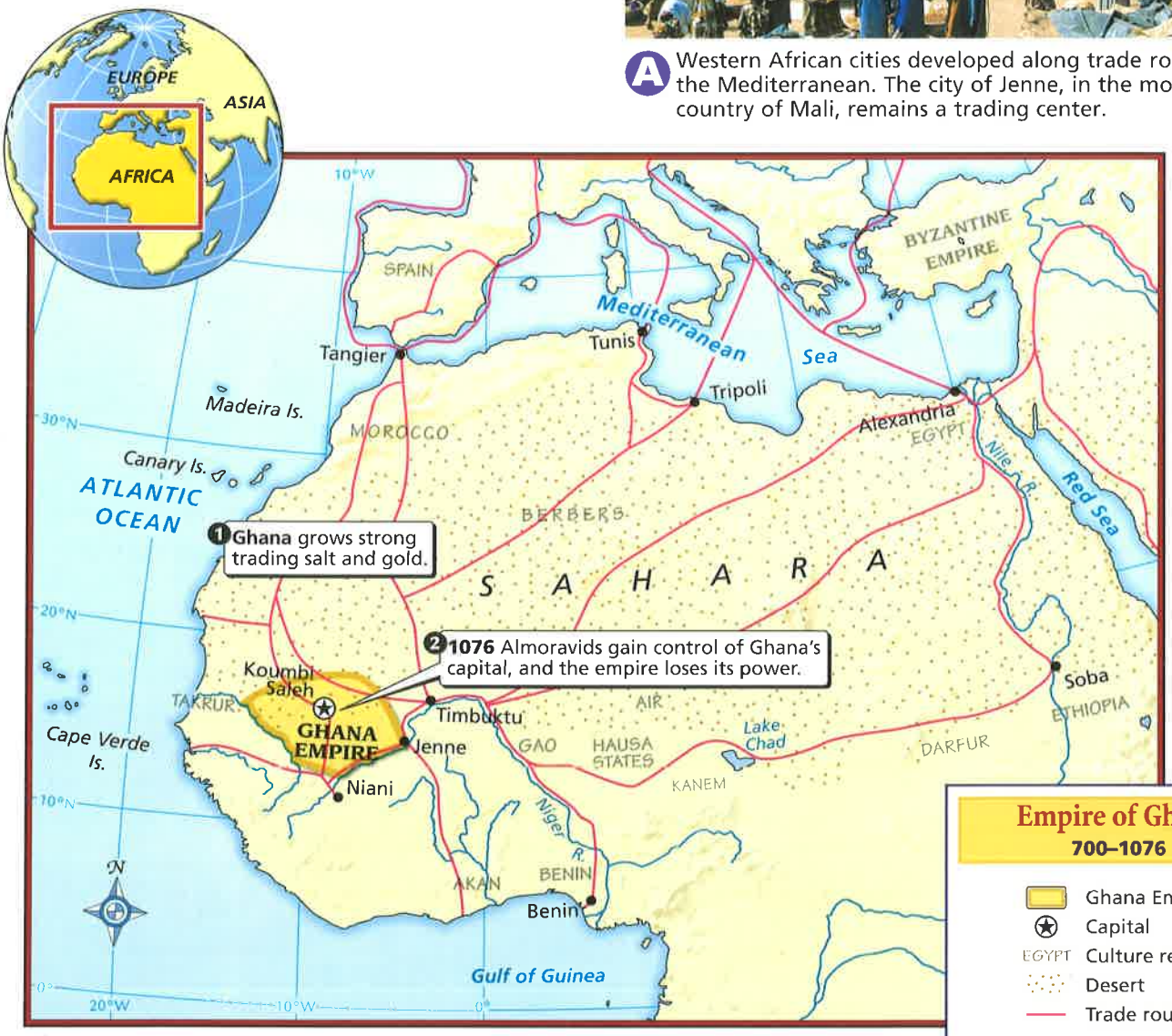
more at NWHatlas.com

Empires of West Africa

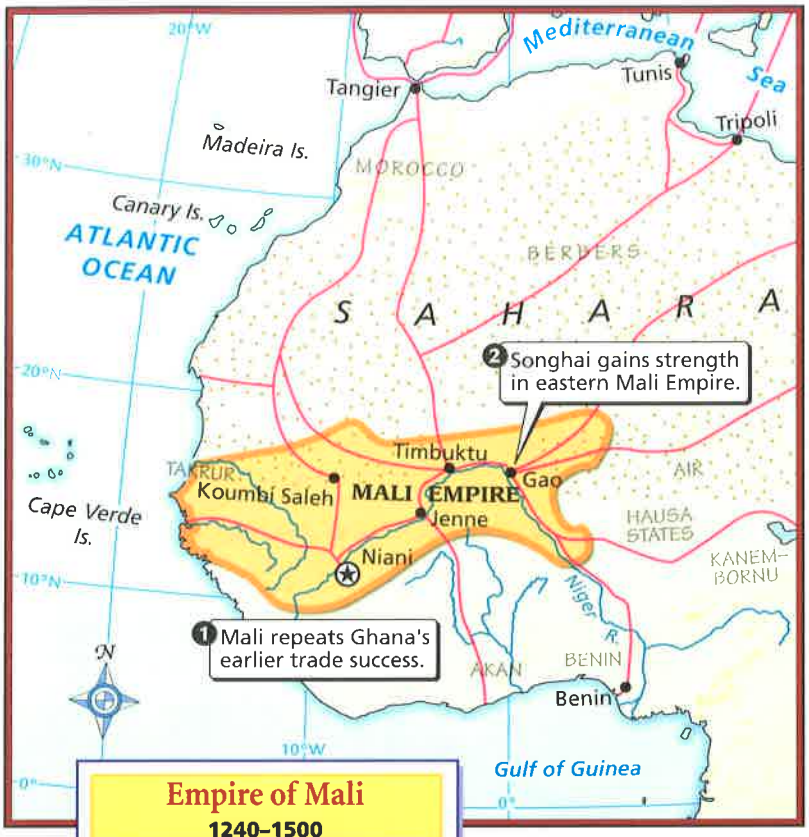
Western African empires developed south of the Sahara, in the Sahel region. These kingdoms became wealthy through trade.

- Ghana first controlled the crucial gold-producing areas and the southern end of the Saharan trade routes.
- After Ghana fell, new Islamic empires grew in the same area. First Mali then Songhai controlled the gold and the southern trade route.
- Trade cities such as Jenne and Timbuktu were centers of West African learning for centuries.

A Western African cities developed along trade routes to the Mediterranean. The city of Jenne, in the modern country of Mali, remains a trading center.



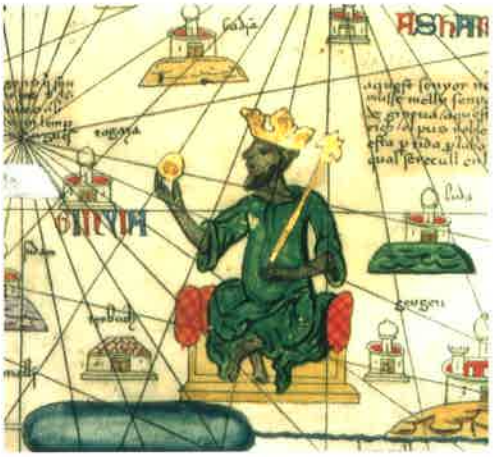
B No one is sure exactly when the Ghana Empire was established. By 700 Ghana was the most powerful kingdom in West Africa. The Almoravids (see page 58) probably weakened or destroyed the empire.



Empire of Mali
1240–1500

- Mali Empire
- Capital
- BENIN Culture region
- Desert
- Trade route

C Sundiata Keita founded the Mali Empire around 1230. The Mali Empire spread Islam throughout West Africa. New horse-riding armies were able to move quickly across the Sahel.



D Mansa Musa (King Moses) ruled Mali from 1307 to 1332. His wealth became legendary outside of Africa when he set off on his *hajj* with over 70,000 servants and 12 tons of gold.

Why salt?

Humans and animals need salt, especially in hot climates. People usually make salt by evaporating natural salt water. In West Africa, the humid climate made this difficult. As a result, West Africans traded their gold and ivory for salt mined or evaporated in the Sahara.

Empire of Songhai
1335–1591

- Songhai Empire
- Capital
- BENIN Culture region
- Desert
- Trade route

E Sunni Ali lead a revolt against Mali, establishing the Songhai Empire. Even as the empire grew, West African trade was shifting from the Sahara to the Atlantic Ocean.

UNIT 6

Europe in the Middle Ages

418 to 1492

711–1492
Moors rule Spain.

400 | 600 | 800

418
Visigoths start a kingdom in Spain.

432
St. Patrick introduces Christianity to Ireland.

789
Vikings' first raid strikes Portland, England.

800
Charlemagne is crowned "Emperor of the West."

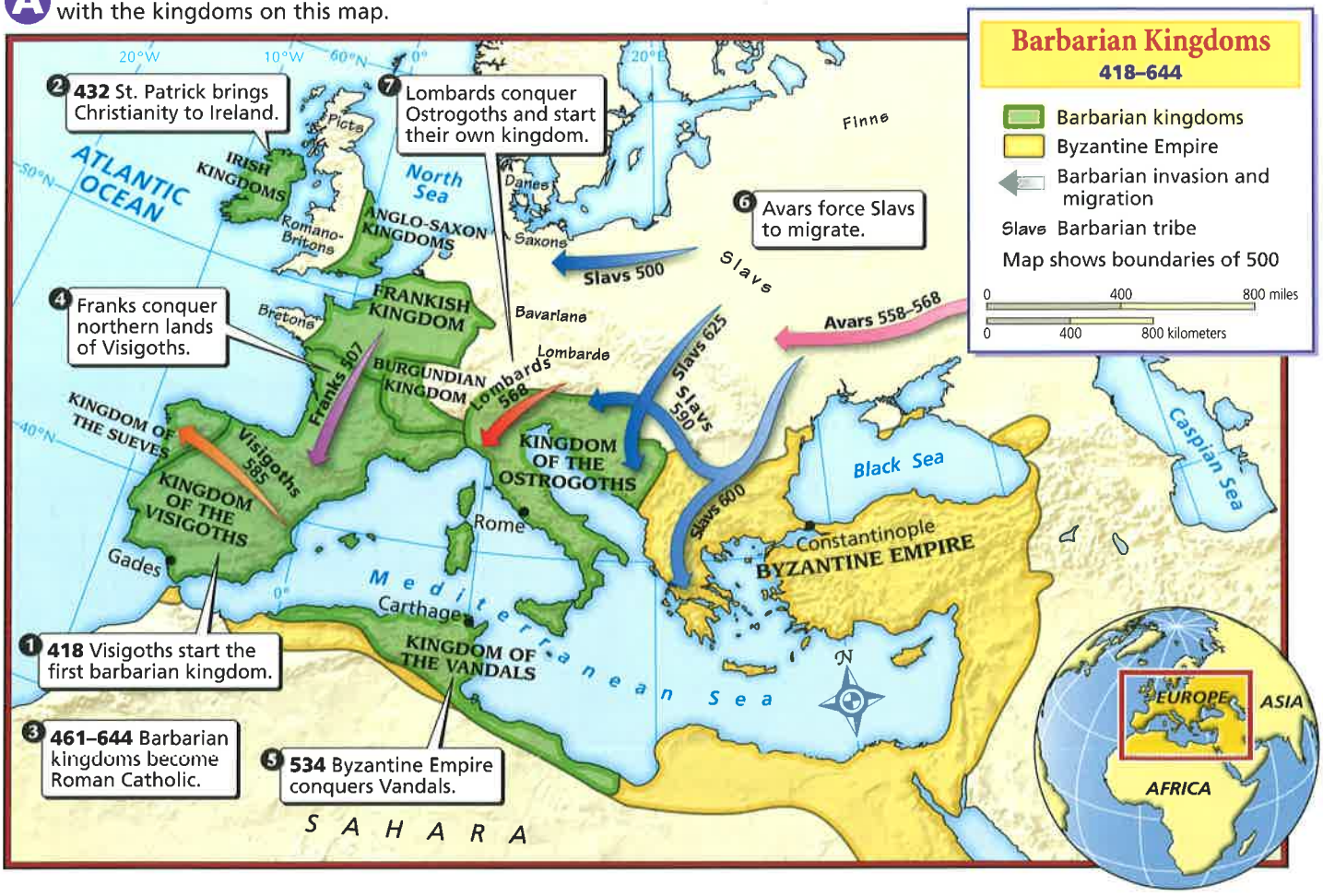
Early Kingdoms of Medieval Europe

During the Middle Ages or medieval era, many Europeans were poor, uneducated, and violent.

- Early in the Middle Ages, barbarian tribes settled in Western Europe and established their own kingdoms.
- Barbarian kings, wanting to be as civilized as the Romans, became Roman Catholic.
- One Frankish king, Charlemagne, conquered much of Western Europe and launched education reforms.

B Charlemagne, a Frank, conquered the Bavarians, Lombards, and Avars. He hoped to restore the Roman Empire in the West. Here his army battles the Saxons.

A Compare the barbarian invasions on page 43 with the kingdoms on this map.



1066 **Normans** take control of England.

1095 **First Crusade** is called by Pope Urban II.

1347 **Plague**-infected rats arrive in Sicily.

1453 **Ottomans** conquer Constantinople.

1000 | 1200 | 1400 | 1600

936 **Otto I** creates what will be the Holy Roman Empire.

1215 **Magna Carta** gives rights to free men in England.

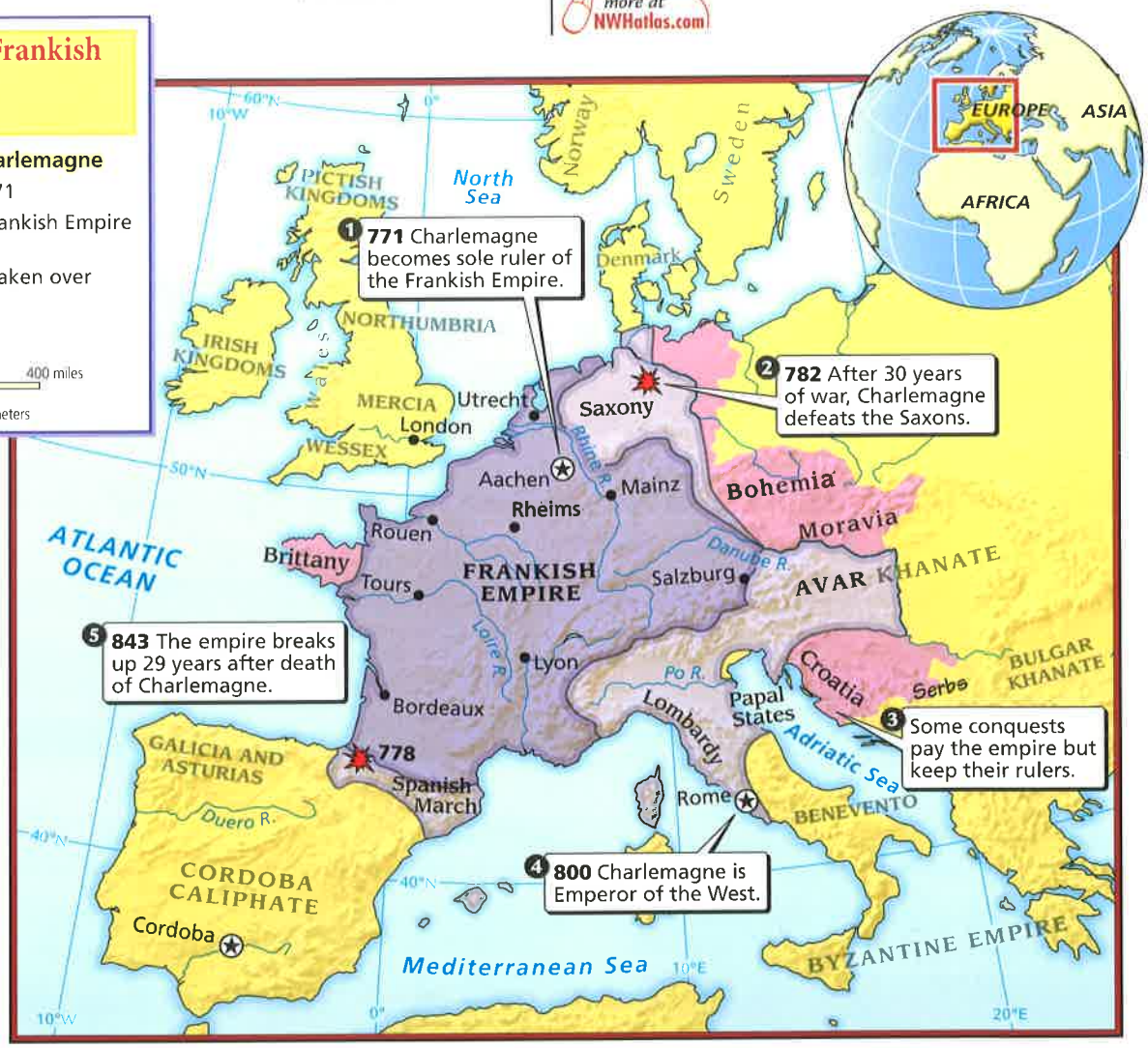
1337–1453 **Hundred Years' War** fought between England and France.

more at NWHatlas.com

Charlemagne's Frankish Empire
771–814

Expansion Under Charlemagne
- Frankish Empire, 771
- Additions to the Frankish Empire by 814
- Defeated but not taken over
- Battle
- Capital

0 200 400 miles
0 200 400 kilometers



C Charlemagne's empire extended beyond what is now France into lands that are now Germany, Italy, Switzerland, Belgium, and the Netherlands. His empire spread Christianity into new areas.

Who can read?

After the fall of Rome, education in most of Western Europe collapsed. Monks saved and copied books and taught a few students to read. Monasteries remained the center of European learning for almost 1000 years.

CULTURE

Education in the Frankish Empire

Before Charlemagne		Charlemagne's Education Reform
Boys studying to be clergy Some children of aristocrats	Students	All boys
Grammar, Rhetoric*	Subjects taught	Grammar, Rhetoric, Logic, Geometry, Arithmetic, Astronomy, Music
Monasteries Schools founded by bishops	Location of schools	Palace School in Aachen Primary schools in every city and village

*involved reading, rereading, commenting on, and imitating the classics

D At that time, lessons were taught in Latin. Charlemagne brought in teachers from England, Ireland, Spain, and Italy. But, without money or enough teachers, Charlemagne's education reform was largely a dream.

7th Grade Social Studies Pack 2 of Distance Learning

May 11-May 29

From Imperial to Feudal Japan--Pages 54-55

Directions: Use the Introduction and answer True or False to the following statements.

1. Japan was frequently invaded.

2. Japan was influenced by China and Korea.

3. Trade increased when Japan became more stable.

Directions: Use Map A to answer the following questions.

4. How did Korea influence Japan?

5. How did China influence Japan?

6. Who were the three major land-owning families in Japan?

7. Which family became the first shoguns?

Directions: Use the social hierarchy on Chart C to answer the following questions.

8. Who was the largest and poorest group?

9. Who were the warriors serving the shoguns and Daimyo?

10. Who was the national military leader?

11. Who were the local warlords?

12. Who was technically the ruler, but in name only?

13. Who had a low status, but some could be very wealthy?

Directions: Use Picture D and the question “If they fought with swords, why were they called sho-guns?” to answer the following questions.

14. What was bushido?

15. What type of weapon was used by the samurai?

16. What virtue and skills were valued by the samurai?

Early Civilizations of Africa--Pages 56-57

Directions: Read the timeline at the top of pages 56 and 57. Put the date next to each event. Then, sequence the events in order from 1 through 5 with 1 being the first thing that happened and 5 being the most recent event. Be sure to use BC or AD since both appear in the timeline.

Event	Date	Sequence (1 through 5)
17. **Saladin captures Jerusalem.**		
18. **The Bantu begin migrating from their homeland.**		
19. **Mali Empire begins.**		
20. **Songhai falls.**		
21. **North Africa is invaded by Muslim Arabs.**		

Directions: Use the Introduction. Label each statement as being True or False.

22. The Bantu people were originally from West Africa.

23. The Bantu learned about iron working from the South Africans.

24. Axum was isolated from other cultures.

25. Axum kings converted to Christianity.

Directions: Use Chart B and the question “Where Does It Come From?” to answer the following questions.

26. Which two cultures are indigenous to Africa?

27. What did horses and larger breeds of cattle die of in Central and Southern Africa?

28. What new crop was grown by the Bantu that created a year-long supply of food?

Directions: Use Map A to answer the following questions.

29. Near what river was the Bantu homeland located?

30. When did the Bantu begin migrating?

31. Why did the Bantu migrate?

32. Between which two rainforests was the Bantu homeland located?

33. Why didn’t the Bantu settle in the nearby rainforest?

34. Around what three major lakes did the Bantu settle?

35. What did the bantu introduce to South Africa?

36. What South African culture group adopted the Bantu culture?

Islamic Kingdoms in North Africa--Pages 58-59

Directions: Use the Introduction. Write True of the statement is true and False if the statement is false.

37. After the Muslim invasion, Muslim North Africans gained independence from the Islamic empires further east.

38. Muslim and Christian scholars wrote books on mathematics, science, and philosophy.

39. North African goods and merchants moved across Europe, Asia, and Africa.

Directions: Use Map B. Write the date next to each event. Then, sequence each event from 1 through 5 with 1 being the earliest event and 5 being the most recent event.

Event	Date	Sequence (1 through 5)
40. **Almohads overthrow Almoravids.**		
41. **Almoravid Empire is established.**		
42. **Fatimids establish their caliphate.**		
43. **Saladin abolishes the Fatimids.**		
44. **Arab Muslims reach Spain. (Give approximate date range)**		

Directions: Use Map D to answer the following questions.

45. Where was Ibn Battuta born?

46. Which two cities of the Africa Swahili states did Ibn Battuta visit?

47. In what year did the Sultan of Delhi appoint Ibn Battuta envoy to the emperor of China?

48. Where did Ibn Battuta get married?

49. How many present-day countries did Ibn Battuta visit?

50. What was the name of the book he wrote as an account of his travels?

Empires of West Africa--Pages 60-61

Directions: Use the Introduction to answer the following questions.

51. West African empires developed in what region, located just south of the Sahara Desert?

52. How did these kingdoms become wealthy?

53. There were three empires in West Africa during this time. List them in order.

Directions: Use Map B, Map C, and Map E to answer the following questions. Write G next to the statement if it refers to Ghana, M next to the statement if it refers to Mali, and S next to the statement if it refers to Songhai. Some answers will have more than one letter.

54. Grew wealthy from controlling Saharan trade.

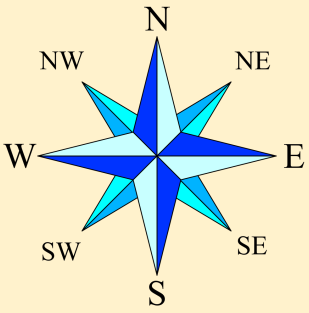
55. Conquered by Morocco.

56. Existed in 1500.

57. Its capital was Koumbi Selah.

58. Overtook the Mali Empire.

Directions: Use Map E and the compass rose located below. Write the direction each place is located from Gao, the capital of the Songhai Empire.



59. Sahara

60. Mossi States.

61. Tangier

62. Mouth of Niger River

63. Koumbi Saleh

64. Tripoli

65. Timbuktu

66. Air (the culture region; not our atmosphere)

67. Mediterranean Sea

68. Gulf of Guinea

Early Kingdoms of Medieval Europe--Pages 64-65

Directions: use the timeline at the top of pages 64 and 65 to answer the following questions.

69. When did the Vikings' first raid strike Portland, England?

70. What happened in 1066?

71. When did the Magna Carta give rights to free men in England?

72. Between which two dates was the Hundred Years' War fought? (Hint: it lasted more than 100 years.)

Directions: Use the Introduction. Write True or false next to each statement.

73. The Middle Ages was a time of great learning and culture for Europeans.

74. The Middle ages is also called the medieval era.

75. Barbarian kings, wanting to be more civilized, became Roman Catholics.

76. Many Barbarian tribes established kingdoms in Eastern Europe.

Directions: Use Map A to answer the following questions.

77. Which tribe established the first Barbarian kingdom?

78. Who brought Christianity to Ireland?

79. When did Roman Catholicism spread throughout the Barbarian kingdoms?

80. Which Barbarian tribe established a kingdom in Africa?

81. Which Barbarian kingdom did the Byzantines defeat?

Directions: Use Picture B and Map C to answer the final questions.

82. Who became the sole ruler of the Frankish Empire?

83. Which four regions did Charlemagne conquer but not rule?

84. What did Charlemagne hope to restore?

85. When did the empire break up?

Answer Key

From Imperial to Feudal Japan--Pages 54-55

1. False.
2. True
3. True
4. Korea introduced Buddhism to Japan.
5. China brought writing, government, and art to Japan.
6. Fujiwara, Minimoto, Taira
7. Minamoto
8. Peasants
9. Samurai
10. Shogun
11. Daimyo
12. Emperor
13. Merchants and Artisans
14. Bushido was the strict honor code of the Samurai.
15. Samurai fought with swords.
16. They valued honesty, courage, and fighting skills.

Early Civilizations of Africa--Pages 56-57

Event	Date	Sequence (1 through 5)
17. **Saladin captures Jerusalem.**	1187 AD	3
18. **The Bantu begin migrating from their homeland.**	500 BC	1
19. **Mali Empire begins.**	1240 AD	4
20. **Songhai falls.**	1591 AD	5
21. **North Africa is invaded by Muslim Arabs.**	639 AD	2

22. True
23. False
24. False (They started wars and controlled trade.)
25. True
26. Axum and Bantu
27. They died of sleeping sickness from tsetse flies.
28. Plantains (very similar to bananas but they need to be cooked)
29. Niger River
30. 500 BC
31. They were looking for more land to farm.
32. It was between the West African Rainforest and the Central African Rainforest.
33. It was because of the tsetse flies (sleeping sickness).

34. Lake Tanganyika, Lake Victoria, Lake Nyasa
35. They introduced iron working to South Africa.
36. Khoisans adopted the Bantu culture.

Islamic Kingdoms in North Africa--Pages 58-59

37. True
38. False
39. True

Event	Date	Sequence (1 through 5)
40. **Almohads overthrow Almoravids.**	1147	4
41. **Almoravid Empire is established.**	1056	2
42. **Fatimids establish their caliphate.**	919	1
43. **Saladin abolishes the Fatimids.**	1171	5
44. **Arab Muslims reach Spain. (Give approximate date range)**	1056-1147	3

45. Morocco
46. Mombasa and Kilwa
47. 1342
48. Maldives
49. 44
50. *Rihlah* or *Travels*

Empires of West Africa--Pages 60-61

51. Sahel
52. They became wealthy through trade.
53. Ghana, Mali, Songhai
54. G, M, S
55. S
56. M, S
57. G
58. S
59. North
60. Southwest
61. Northwest/North
62. Southeast
63. West
64. Northeast
65. West
66. East

67. North
68. South/Southeast

Early Kingdoms of Medieval Europe--Pages 64-65

69. 789
70. Normans took control of England
71. 1215
72. 1337-1453
73. False
74. True
75. True
76. False
77. Visigoths
78. St. Patrick
79. 461-644
80. Vandals
81. Vandals
82. Charlemagne
83. Brittany, Moravia, Bohemia, Croatia
84. He hoped to restore the Roman Empire.
85. 843

Art at Home
Packet 2

Most of the projects can be completed using only pencil and paper.

Mrs. Hurrle

If you have other art supplies available to you feel free to use them as well!

This packet contains several possible art projects, there are more projects that needed to give you options. <u>You will complete one project per week.</u> The choice is up to you which projects to complete.

*Each project may only be completed once.

High School office hours
Mondays from 12-1pm.
231-652-1646 ext 8505

Middle School office hours
Wednesdays 10-11am.
231-652-1285 ext 6828

Submit a picture of your completed projects in your digital portfolio or email a picture to me.
No internet? No worries, turn in your artwork with your work packets.

-Mrs. H **jhurrle@newaygo.net**

Packet 2 Options (do 1 per week):

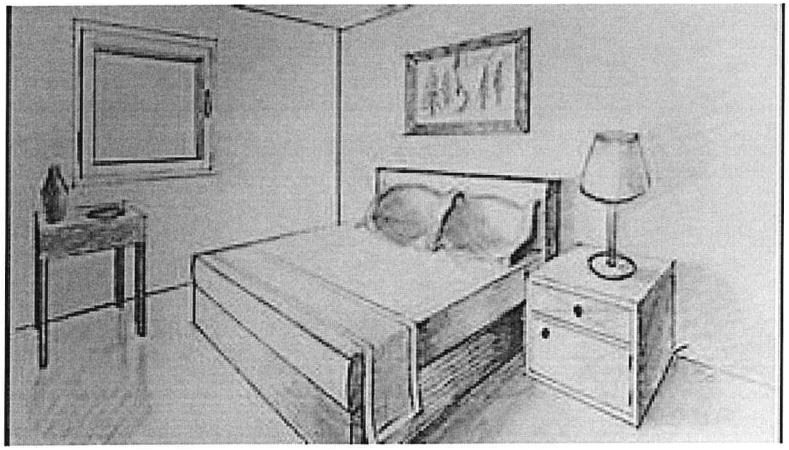
1. 3d Forms in your bedroom
2. Toilet paper roll sculptures
3. Tin foil art
4. Found object color wheel
5. Soap sculpture
6. Paper crane
7. Recreate artwork
8. Design a clubhouse
9. Food Art
10. Cheerful Chalk

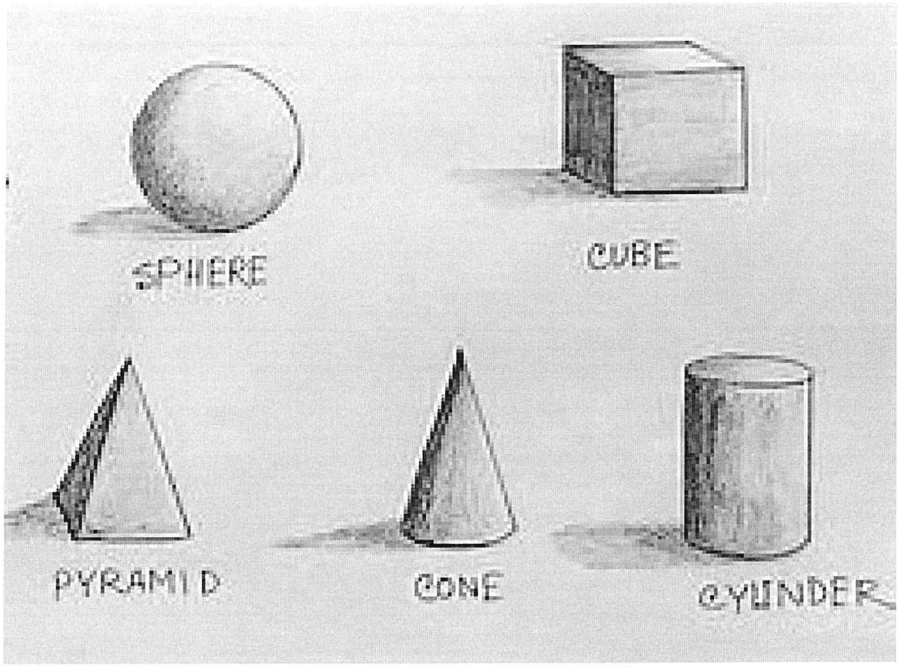
Remember to have fun when completing the assignments. Any assignment can be modified to include additional art supplies you have access to. Feel free to paint, color, or experiment with art supplies you have at home!

1

3d Forms

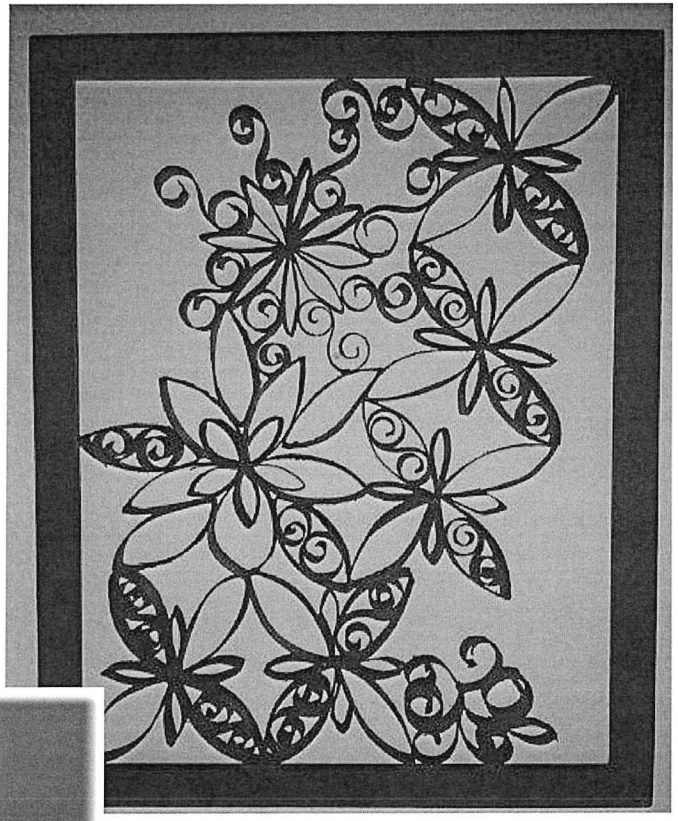
How many different kinds of 3D FORMS can you find in your bedroom? Draw at least 3 or photograph them together.





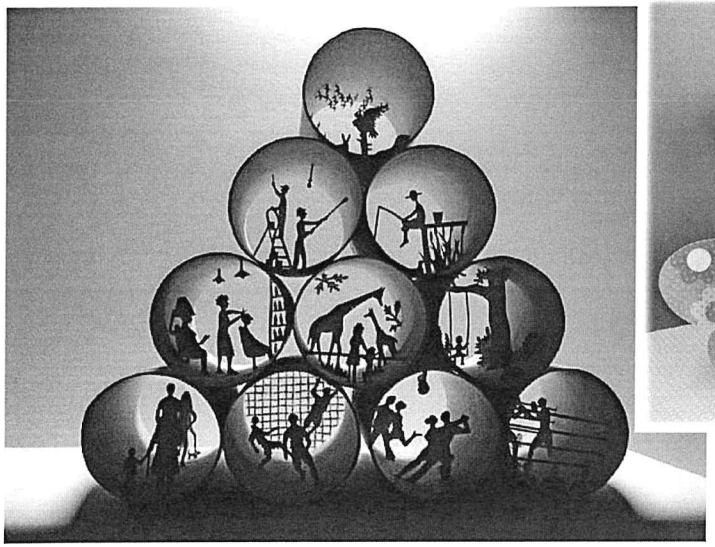
2

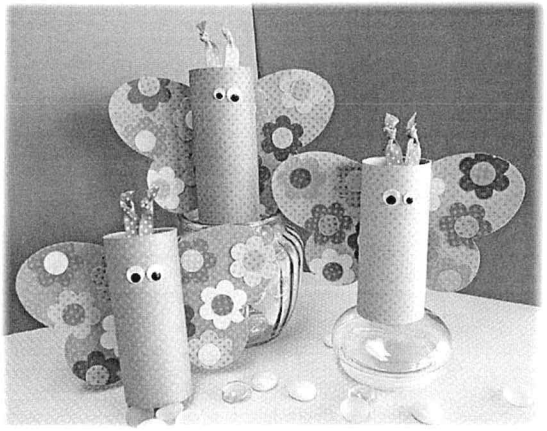
Toilet paper roll sculptures



- Save your rolls!!

Put those rolls to good use and make them into silly characters or other creations.

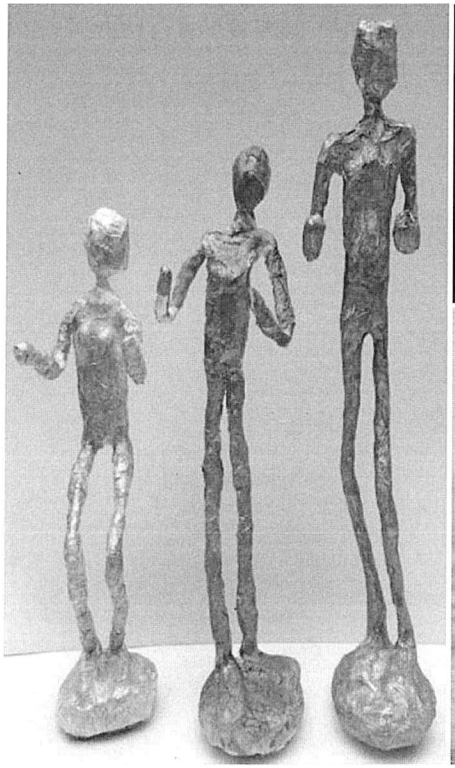


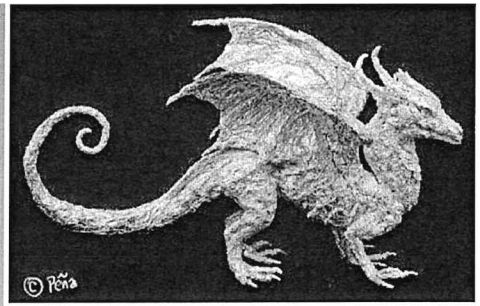


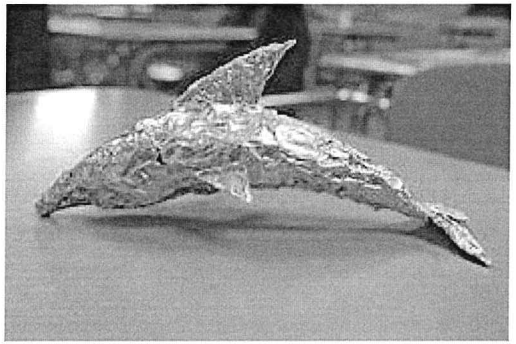
3

Tin Foil Sculptures

- Form tinfoil into Giacometti inspired gesture sculpture. Don't forget to create a base so it stands up on its own and give it a pop of color. Challenge yourself and take it further to create something else more complicated, like an animal or magical creature.

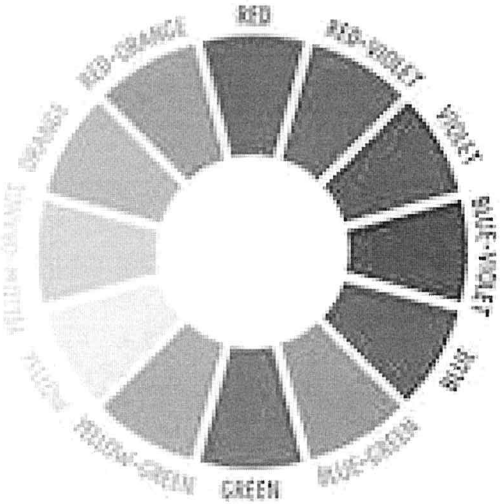




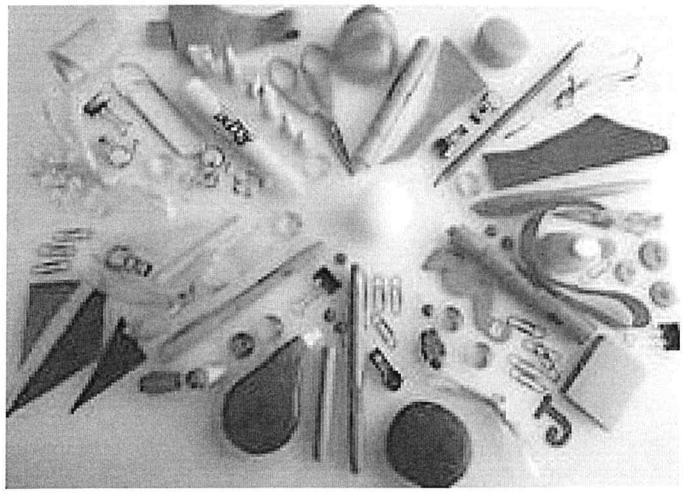


4

Found object color wheel



- Use materials inside your home. Take inspiration from Hillerbrand & Magsamen or Andy Goldsworthy on how to arrange your own composition. Take a photo of your work. Make sure you clean it all up afterwards!



RED + YELLOW= ORANGE

YELLOW + BLUE= GREEN

BLUE + RED = VIOLET

RED + ORANGE =
RED-ORANGE

YELLOW + ORANGE =
YELLOW-ORANGE

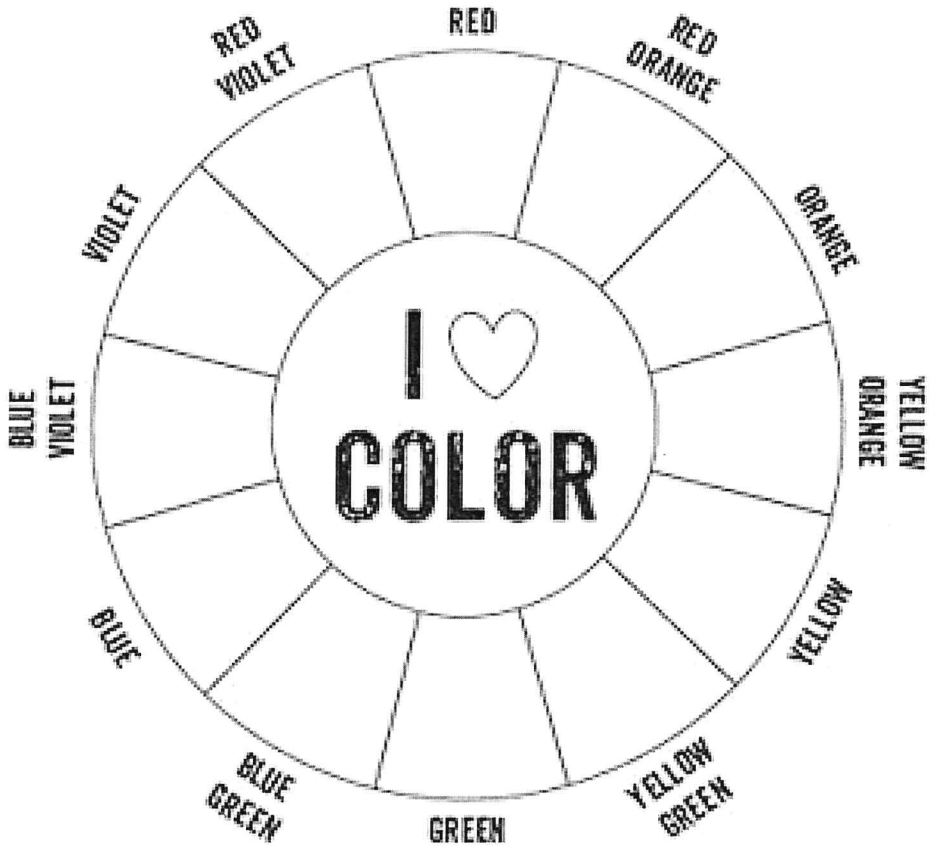
YELLOW + GREEN =
YELLOW-GREEN

BLUE + GREEN = BLUE-GREEN

BLUE + VIOLET = BLUE-VIOLET

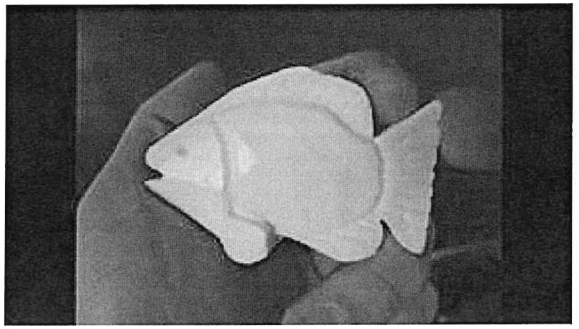
RED + VIOLET = RED-VIOLET

Color in the Color Wheel

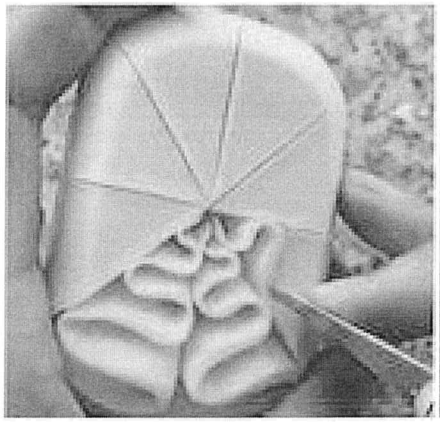


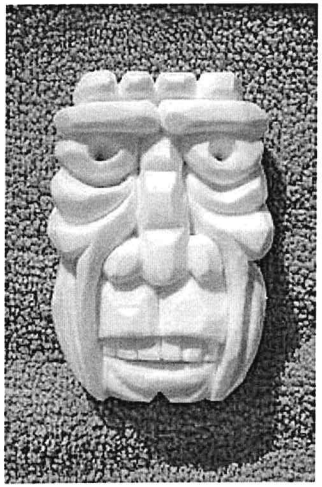
7

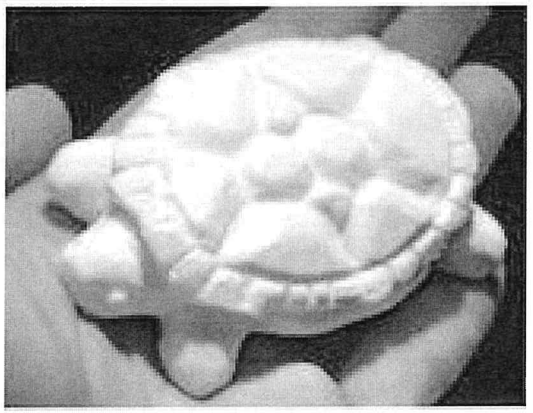
Soap Sculpture



Carve a subtractive soap sculpture using a bar of soap. No tools? Get creative, what could you use? Side of scissors, plastic knife, tooth picks?



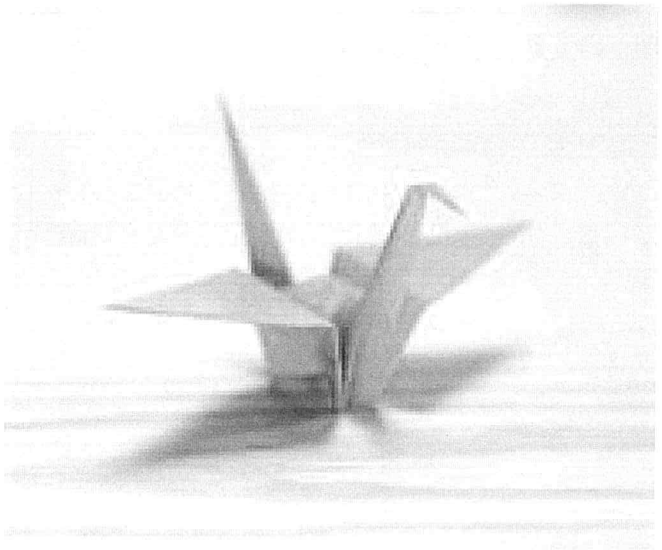


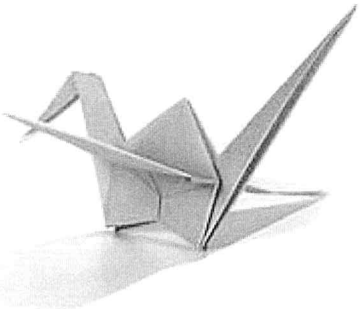


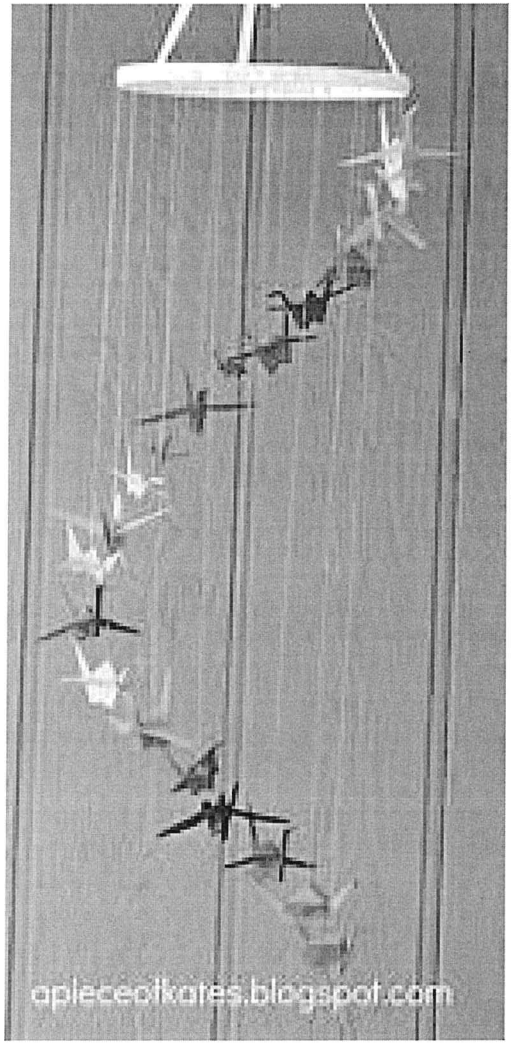
6

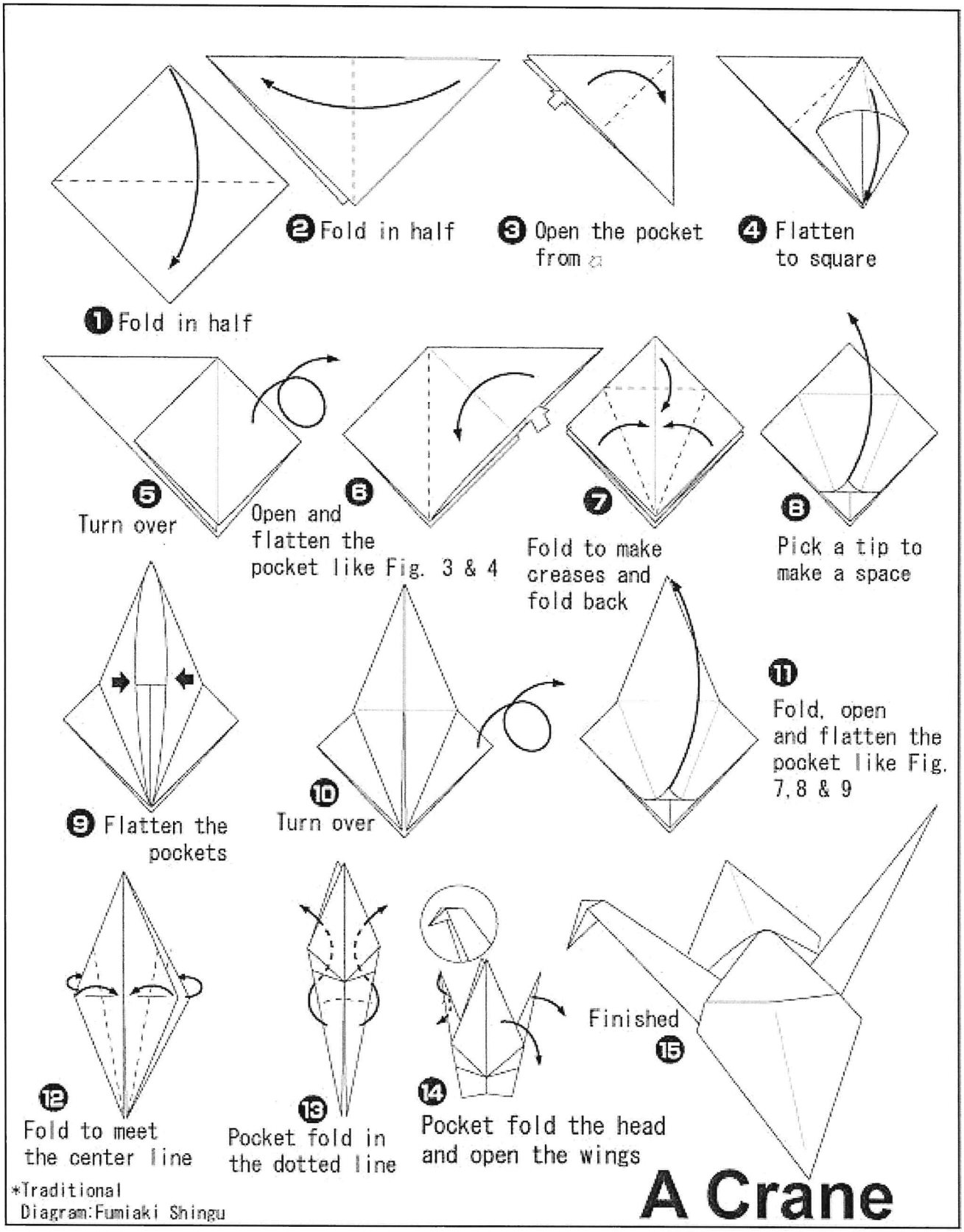
Origami Paper Crane

The crane is a symbol of happiness and eternal youth. In japan it is considered to be a holy and mystical creature





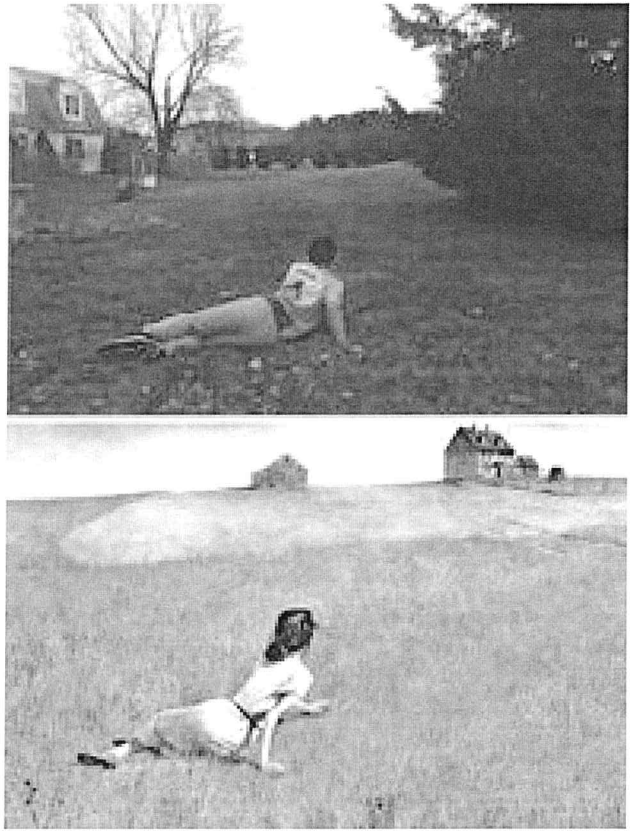



❶ Fold in half
❷ Fold in half
❸ Open the pocket from
❹ Flatten to square
❺ Turn over
❻ Open and flatten the pocket like Fig. 3 & 4
❼ Fold to make creases and fold back
❽ Pick a tip to make a space
❾ Flatten the pockets
❿ Turn over
⓫ Fold, open and flatten the pocket like Fig. 7, 8 & 9
⓬ Fold to meet the center line
⓭ Pocket fold in the dotted line
⓮ Pocket fold the head and open the wings
Finished ⓯
*Traditional
Diagram:Fumiaki Shingu
A Crane

7

Recreate artwork

Pick a piece of artwork to Recreate. Be creative use objects or the surroundings around you to create it. Photograph your artwork and submit with a picture or the title of the original artwork.



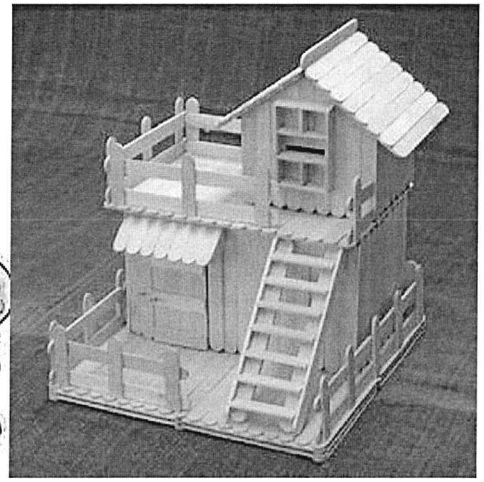
Andrew Wyeth's, "Christina's World"

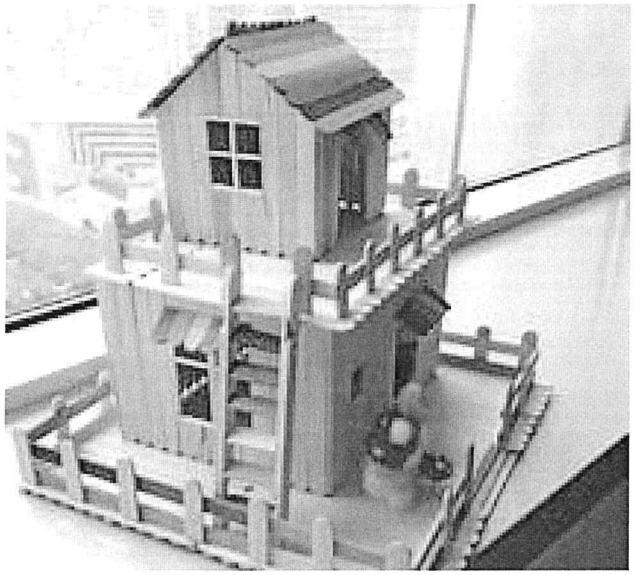
Vincent Van Gogh's "Peasant Girl With a Background of Wheat"

8

Design a club house

Design the coolest club house ever! Draw, paint, sculpt, build, etc. Get creative with your materials.





9

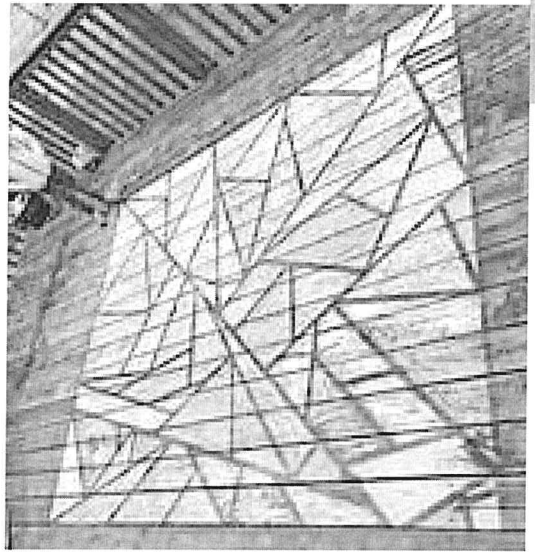
Food Art

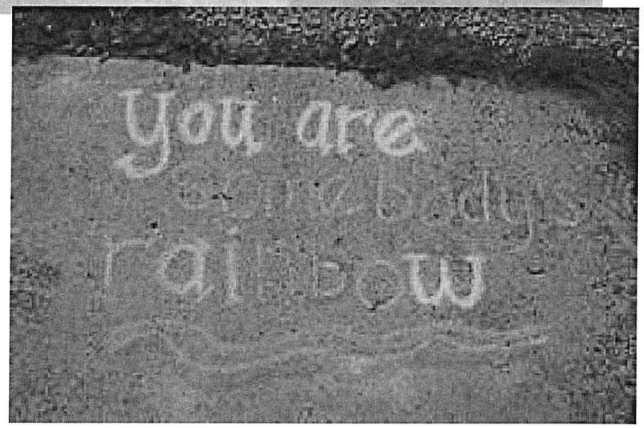
Help your family cook something following a recipe decorate and plate your masterpiece like the culinary artist you are.

10

Cheerful Chalk

Use chalk to write a message or hope or encouragement on the sidewalk or driveway. Don't have a sidewalk? Draw on a tree or piece of wood or paper.





3 Ingredient Sidewalk Chalk Paint Recipe

1/2 cup cornstarch
1/2 cup water
Food coloring (as much as you desire)

Mix equal parts of cornstarch with water. Add your food coloring. This mixture will be thick. Use your paintbrushes to paint your sidewalk or driveway. Store excess paint in small airtight containers.

momadvice
INSIGHT TO EMPOWER

Mr. Listh and Ms. Rouston will be having office hours during the week. If you need to contact us for anything please do not hesitate to E-Mail Mr. Listh: blisth@newaygo.net, or Ms. Rouston: srouston@newaygo.net If you need to get ahold of us by phone you can call the number: **231-652-3788** and reach us at **Extension 8585 (Mr. Listh), 6832 (Ms. Rouston).**

Mr. Listh High School Office Hours: Tuesday from 10:30am-11:30am

Mr. Listh Middle School Office Hours: Thursday from 10:30am-11:30am

Ms. Rouston Middle School Office Hours: Monday 11am-12pm / Wednesday 6pm – 7pm

During these Office Hours we will be made available to answer any questions via E-mail and phone as soon as possible.

Band Packets #2 for 7th Grade May 11th-May 31th

What is included in this packet for your student?

- **Practice Log for 3 weeks: Students should be logging their practicing daily.**
  - During this time what does daily practice look like?
  - Just 5-10 minutes of playing music out of their school book. Old songs, or new songs if they want a challenge.
  - This is so students can retain their playing ability from this year.
  - If your child does not have their instrument right now because it is still at school, we cannot organize a pick-up at this time. Please wait for an e-mail for when it is appropriate to do so.
- **Theory review worksheets.**
  - These worksheets are a basic review of material we have covered in class already.
  - Always start from the front of the packet and work your way to the back.
  - If your child is struggling with any of the materials. YouTube has videos of every worksheet being done by a teacher with helpful hints and walkthroughs.
    - How do you find these videos?
    - Go to YouTubes website and search "Alfred's Essentials of Music Theory"
    - Click on any of the videos labeled under the creator, Anthony Bloch. This will give you a full list of every Unit and Lesson with a certified teacher to help your child fill these out.
- **Smart Music**
  - The school has been fortunate enough to have access to Smart Music for free at this time. I will be posting excerpts for your students to explore. It does have an option to submit for grades but we are not going to be grading at this time. This is for reinforcing playing abilities and to give students other opportunities to play something that may not be in their music book. **Please Check for new material every Monday.**
  - To sign up please just follow the directions below.

    1. Open a Chrome browser and visit: https://admin.smartmusic.com/join
    2. When prompted for a class code, please enter:

    - ***High School*** - 3GWAK-6DDYC
    - ***8th Grade Band*** - M47R2-6RLJG
    - ***7th Grade Band*** - ZH6PA-XK3EV
    - ***6th Grade Class*** - EPNLV-6T2RT

- **Websites to continue to reinforce music terms and concepts**
  - https://www.musictheory.net/lessons
  - https://www.musictheory.net/exercises
  - http://www.therhythmtrainer.com
  - http://www.themusicinteractive.com/kbe/Chromebook/index.html (Staff Wars / note recognition game)
  - https://utheory.com/app/dashboard/home
  - https://theonlinemetronome.com/free-online-metronome.html (Free Metronome)

Mr. Listh and Ms. Rouston's Top 10 Practice Tips

1. **Have a plan.** Before you play a note, know what you're going to practice that day. It will help you stay focused!
2. **Get rid of distractions.** It's better to focus 100% on one thing than 25% on 4 things!
3. **Work on what you're not as good at.** It may be uncomfortable at first, but it's the only way to get better at those things. It's like eating your vegetables.
4. **Remember to also play stuff that you like!** Give yourself a treat and play your favorite songs too, practicing doesn't have to be a drag! It's all about balance. ☺
5. **CHUNK IT!** Break down the parts of the music you're struggling with into bite-sized pieces so you can focus on fixing the problem easier.
6. **Record yourself.** If you can, it's a great idea to take a video or audio recording to see what you sound like. And keep the recordings to see the progress you've made!
7. **Take a break if you need to.** If you find yourself getting frustrated, take a deep breath, walk around, come back later.
8. **Ask for help.** Mr. Listh and Ms. Rouston would LOVE to help you if you're stuck, all you need to do is call/email us!
9. **DON'T MAKE EXCUSES!** It's SO easy to <u>not</u> practice- anyone can do that. Put in the time, it's worth it.
10. **NEVER GIVE UP!!!** You can take a break, you can be frustrated, but NEVER. GIVE. UP. You got this!!

Band Weekly Practice Journal Name:_____

Instrument:_____

Use this sheet as a tool to monitor your practicing. It's a good idea to fill out the middle column BEFORE you practice and check off each as you practice them, so you have a plan! Write down what time you sit down to practice and what time you stop in the right column.

Week	What did you practice? Be specific!	Time In/Out
Monday 5/11	❑ ❑ ❑	
Tuesday 5/12	❑ ❑ ❑	
Wednesday 5/13	❑ ❑ ❑	
Thursday 5/14	❑ ❑ ❑	
Friday 5/15	❑ ❑ ❑	
Saturday 5/16	❑ ❑ ❑	
Sunday 5/17	❑ ❑ ❑	
	Total Minutes Practiced:	

Band Weekly Practice Journal Name:_____

Instrument:_____

Use this sheet as a tool to monitor your practicing. It's a good idea to fill out the middle column BEFORE you practice, and check off each as you practice them, so you have a plan! Write down what time you sit down to practice and then what time you stop in the right column.

Week	What did you practice? Be specific!	Time In/Out
Monday 5/18	❑ ❑ ❑	
Tuesday 5/19	❑ ❑ ❑	
Wednesday 5/20	❑ ❑ ❑	
Thursday 5/21	❑ ❑ ❑	
Friday 5/22	❑ ❑ ❑	
Saturday 5/23	❑ ❑ ❑	
Sunday 5/24	❑ ❑ ❑	
	Total Minutes Practiced:	

Band Weekly Practice Journal Name:_____

Instrument:_____

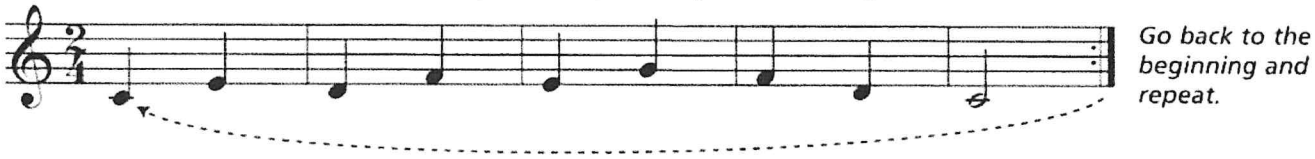
Use this sheet as a tool to monitor your practicing. It's a good idea to fill out the middle column BEFORE you practice, and check off each as you practice them, so you have a plan! Write down what time you sit down to practice and then what time you stop in the right column.

Week	What did you practice? Be specific!	Time In/Out
Monday 5/25	❑ ❑ ❑	
Tuesday 5/26	❑ ❑ ❑	
Wednesday 5/27	❑ ❑ ❑	
Thursday 5/28	❑ ❑ ❑	
Friday 5/29	❑ ❑ ❑	
Saturday 5/30	❑ ❑ ❑	
Sunday 5/31	❑ ❑ ❑	
	Total Minutes Practiced:	

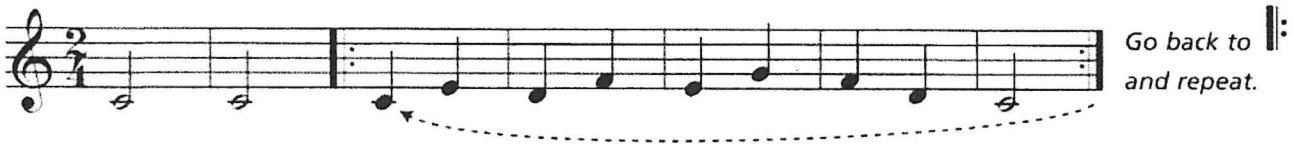
UNIT 4 **LESSON 14**

Repeat Sign, 1st and 2nd Endings

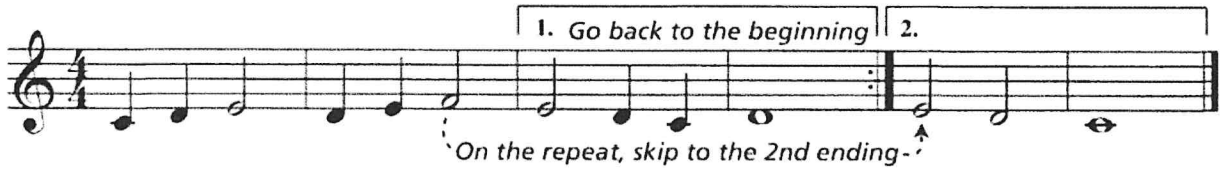
Two dots placed *before* the double bar indicates a REPEAT SIGN.
It means to go back to the beginning and play or sing the music again.



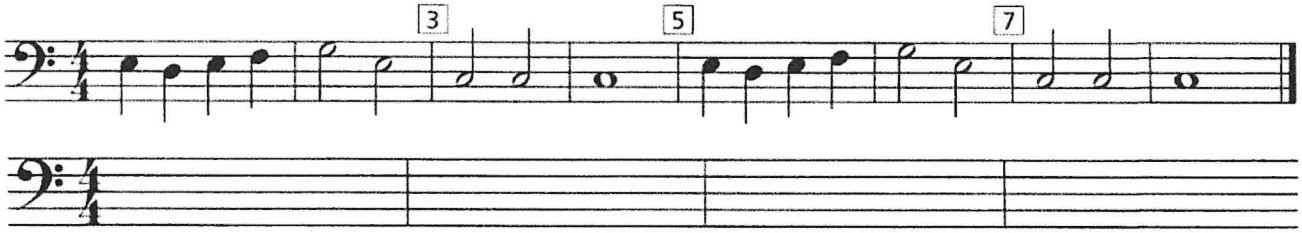
Repeat signs sometimes appear in pairs *within* a piece of music.
The first repeat sign will then have the two dots placed *after* the double bar.
When this occurs, return to the first repeat sign at the beginning of the section.

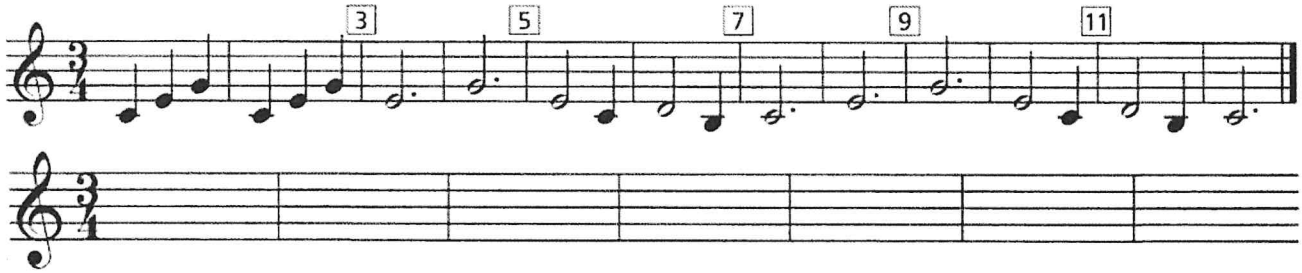


Another way of indicating a repeat is with 1st and 2nd endings. Play or sing through the 1st ending to the repeat sign, then go back to the beginning. When repeating, skip the 1st ending and play the 2nd.



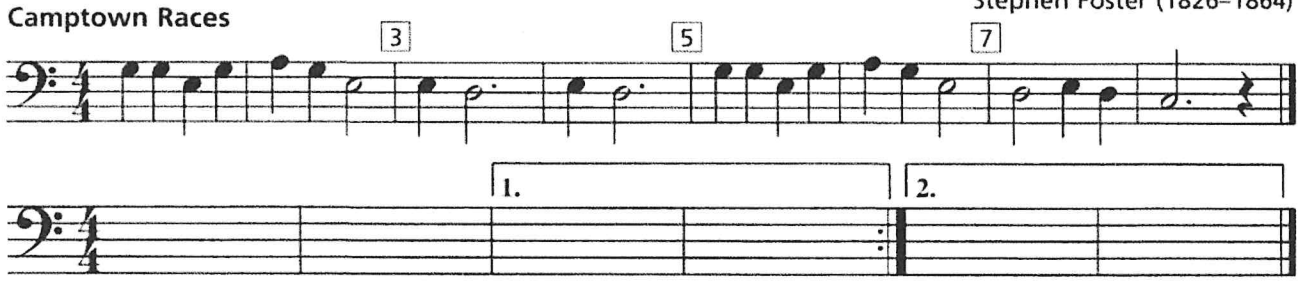
Exercises

1 Rewrite the following example using a repeat sign.

2 Rewrite the following example using a pair of repeat signs.



3 Rewrite the following example using 1st and 2nd endings.

Camptown Races Stephen Foster (1826–1864)

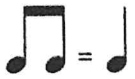


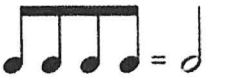
Eighth Notes

When you add a flag to the stem of a quarter note, it becomes an EIGHTH NOTE

Two or more 8th notes are connected by a beam

In $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time: 8th notes are equal to one-half count. For two 8th notes, count "1 &" or say "ti ti."

Two 8th notes equal 1 quarter note.

1 & 1
ti ti

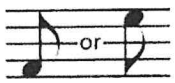
Four 8th notes equal 1 half note.

1 & 2 & 1 2
ti ti ti ti

Eight 8th notes equal 1 whole note.

1 & 2 & 3 & 4 & 1 2 3 4
ti ti ti ti ti ti ti ti

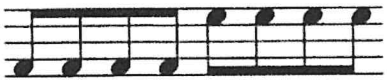
Eighth notes can be drawn:

1. As a single quarter note with a flag attached to the stem,



2. or with a beam, in pairs

or in fours.

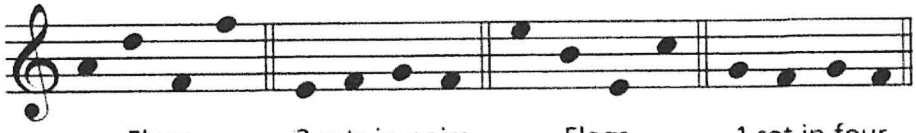


Write eight single 8th notes (4 with stems up, 4 with stems down).

Write two sets of beamed 8th notes (1 with stems up, 1 with stems down), in pairs and in fours.

Exercises

1 Add stems with flags or beams to make 8th notes as indicated.

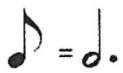


Flags 2 sets in pairs Flags 1 set in four

2 Fill in the correct number:

a. ___

b. ___

c. ___ 

d. ___

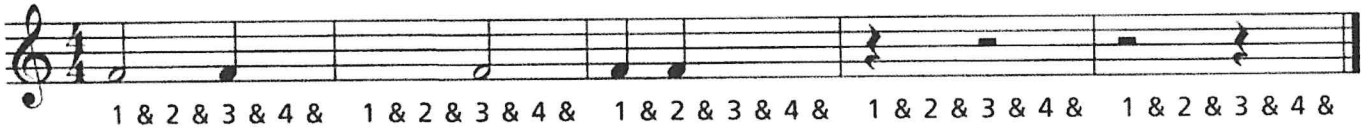
3 Write one note equal to the value of the notes preceding it.

a.

b.

c.

d.

4 Complete the measures below using beamed 8th notes.

1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

UNIT 4 **LESSON 16**

Eighth Rests

An EIGHTH REST 𝄾 is equal to half the value of a quarter rest 𝄽. In $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time:

Two 8th rests equal 1 quarter rest.

𝄾 𝄾 = 𝄽

1 & 1

Four 8th rests equal 1 half rest.

𝄾 𝄾 𝄾 𝄾 = 𝄼

1 & 2 & 1 2

Eight 8th rests equal 1 whole rest.

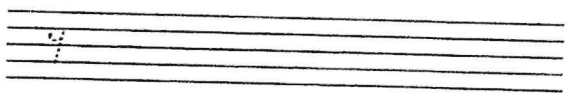
𝄾 𝄾 𝄾 𝄾 𝄾 𝄾 𝄾 𝄾 = 𝄻

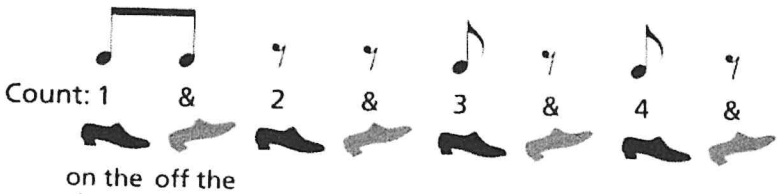
1 & 2 & 3 & 4 & 1 2 3 4

𝄻 = 𝄼 𝄼 = 𝄽 𝄽 𝄽 𝄽 = 𝄾 𝄾 𝄾 𝄾 𝄾 𝄾 𝄾 𝄾

1 Whole rest — 2 Half rests — 4 Quarter rests — 8 Eighth rests

Trace along the dotted lines to draw an 8th rest, then draw 8 more.



Notes or rests on beats 1, 2, 3 or 4 are considered *on the beat*. When tapping your toe evenly, the beat is when your toe touches the floor. Notes or rests on the "&" are considered *off the beat* or *up-beat*.

Exercises

1 Clap the following rhythm, counting aloud.

2 Fill in the correct number:

a. ____ 𝄾 rests = 𝄻

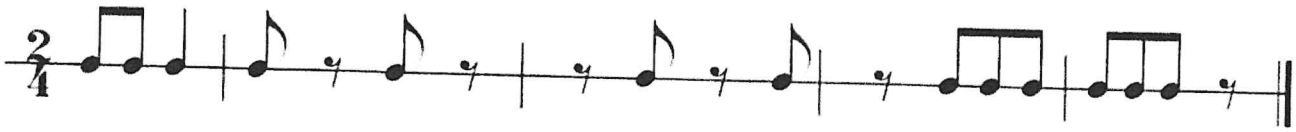
b. ____ 𝄾 rests = 𝄽

c. ____ 𝄾 rests = 𝄻 ($\frac{4}{4}$ time)

d. ____ 𝄾 rests = 𝄻 + 𝄽

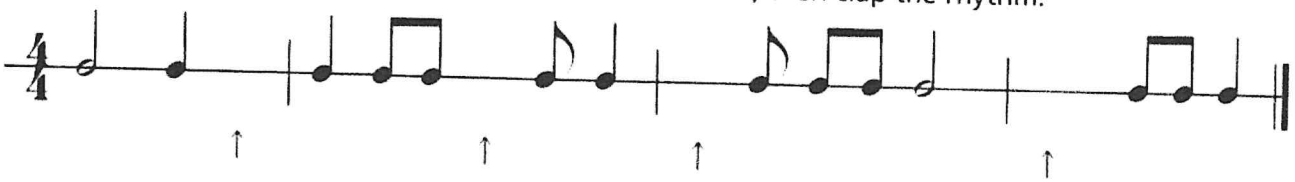
3 Change these quarter notes to single 8th notes, then add 8th rests between them.

4 Write the beats (1 & 2 &) under the notes. On the line below, write whether the 8th rest occurs "on" or "off" the beat.



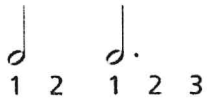
____ ____ ____ ____ ____ ____

5 Complete the measures below by adding only one rest per measure.
Write the beats (1 & 2 & 3 & 4 &) under the notes and rests, then clap the rhythm.



Dotted Quarter Note

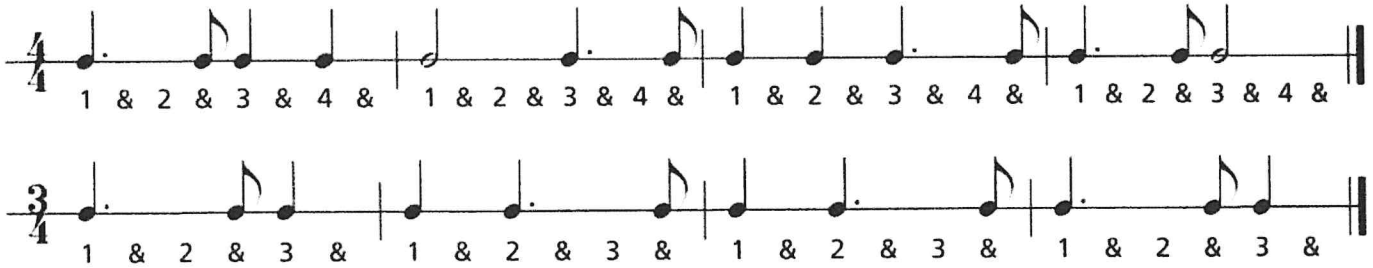
Remember: a dot after a note increases its duration by half the original value.



In $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$, a quarter note receives one beat. Because a dot following a quarter note increases its duration by ½ beat, a dotted quarter note has a value of 1½ beats.

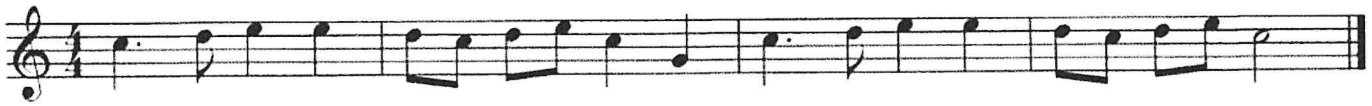
A ♩. is usually followed by an ♪

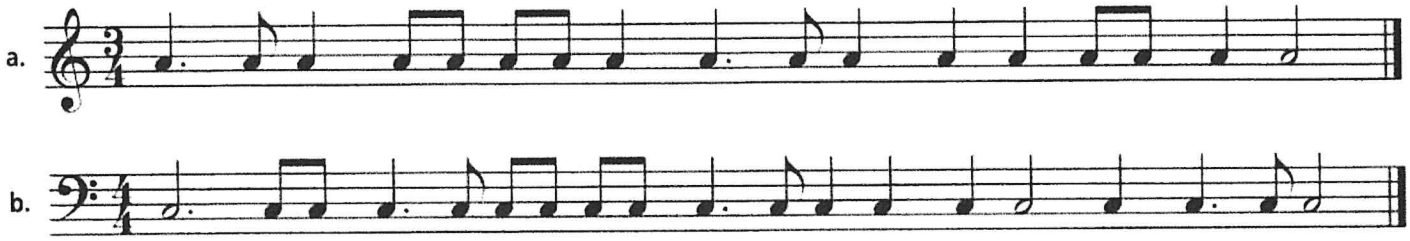
Clap and count the rhythm.

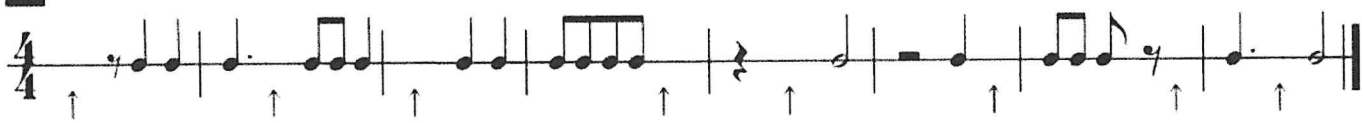


Exercises

1 Write the beats under the following example. Count and clap.

Alouette French-Canadian Folk Song

2 Fill in the blanks with the correct number:

3 Add bar lines to the examples below.

4 Complete the measures using only one note or rest—alternate notes and rests.



REVIEW OF LESSONS 14–17

1 Repeat signs are two dots before or after a _____ _____ .

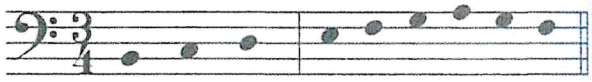
2 How many total measures would a musician play in the following example? _____

Giuseppe Verdi (1813–1901)

Anvil Chorus (from "Il Trovatore")

3 Fill in the correct number: a. _____ = 𝅗𝅥 b. _____ = 𝅗𝅥. c. _____ = ♩. d. _____ = 𝅝

4 Complete the notes by adding stems to the first measure and beamed notes (in pairs) to the second measure. Be sure the stems are pointing in the correct direction.

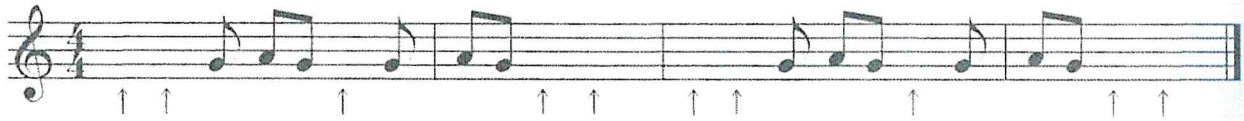


5 Fill in the correct number: a. _____ 𝅘𝅥 = 𝅝 b. _____ 𝅘𝅥 = 𝄽 𝅝 c. _____ 𝅘𝅥 = 𝄽 d. _____ 𝅘𝅥 = 𝅝 (4/4)

6 Complete the measures by adding one rest above each arrow.

Hallelujah Chorus (from "Messiah")

George Frideric Handel (1685–1759)

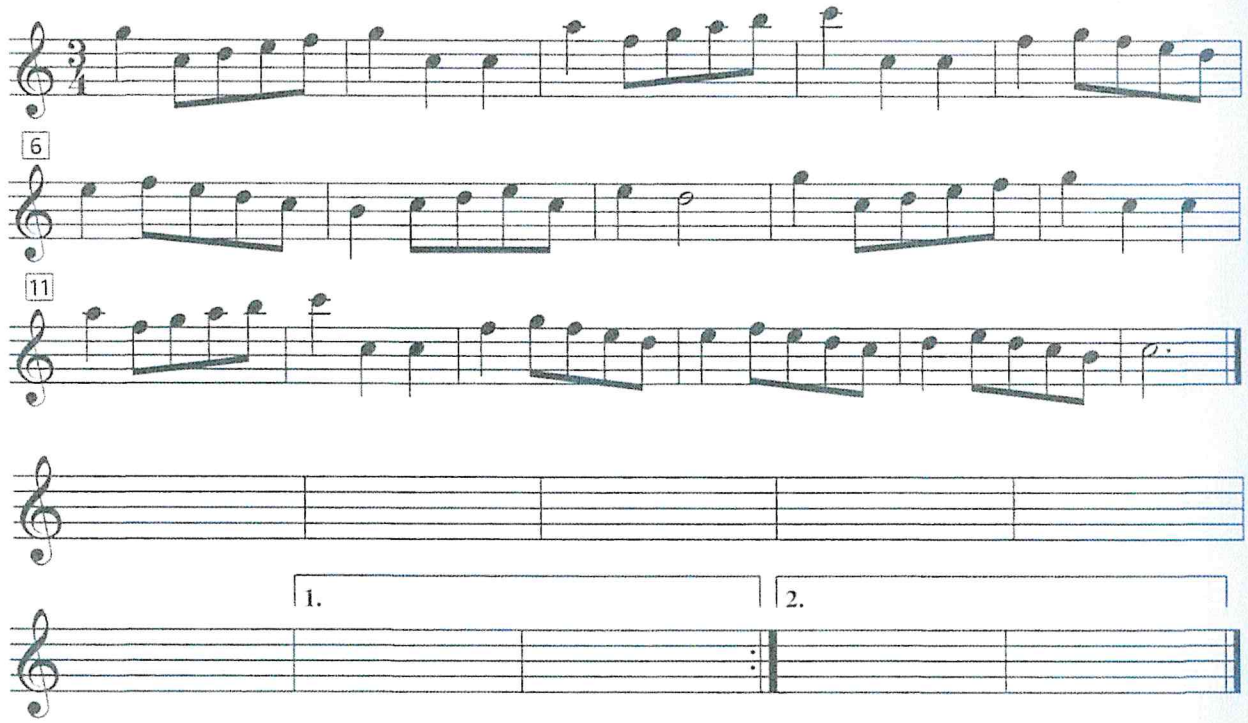


7 𝅗𝅥. = _____ beats in 2/4, 3/4 and 4/4 time.

8 Rewrite the example using 1st and 2nd endings in the staff below.

Minuet

Johann Sebastian Bach (1685–1750)



NEWAYGO MIDDLE SCHOOL
Physical Education
Packet #2
Mr. Fansler/Mrs. Boyd

Hello students!

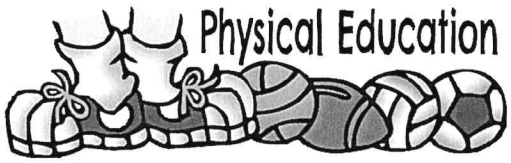
We miss you! We hope you and your families are doing well! Are you keeping busy and staying active? We hope so! It's recommended that you get at least 60 minutes of moderate-intensity physical activity daily. We've put together a packet of some fun exercises for you to try. Here are some instructions that go with each page:

1. **Boot Camp #1**: Do each exercise for 30 seconds. If you don't have a jump rope you can just jump in place and pretend you have an imaginary jump rope in your hands. Your challenge: try to complete three rounds!
2. **Cardio/Dice**: Roll the dice to see which activity to perform. Then, roll 4 dice to determine the number of reps or seconds you will perform it. If you don't have dice you can use playing cards (Ace through six) or you could write the numbers on slips of paper and draw from the pile.
3. **Floss Dance Instructions**: Have you wanted to learn how to 'Floss'? Here's your chance! Follow the directions to learn the dance moves. Challenge: Show somebody in your family your fancy moves!
4. **Amrap/Navy Blue Workout**: Challenge: Do these activities and see how many rounds you can do. Maybe you can challenge a family member to do them with you!
5. **Tabata/High Intensity Interval Training**: Do all six moves for 20 seconds each. Challenge: Do three rounds!
6. **Scarf Toss & Catch/Super Challenge**: If you don't have a scarf - that's okay! Try using a bandana or a sock! Challenge: Keep score and see how many times you can successfully toss and catch the item. Maybe you can challenge somebody in your family to see who gets the highest score!
7. **Tic Tac Toe Fitness**: Challenge a family member to a game of tic tac toe - fitness style!
8. **Jump Rope Skill Sheets/Level 1 - Rope on Ground**: If you don't have a jump rope - that's okay! Use a rope or an extension cord or anything else you can find that will make a line on the floor. Challenge: Do all five skills!

Remember, staying active will help us grow strong bones and muscles and it helps us improve our respiratory and circulatory health! Being physically active will also help you stay mentally alert and lift your spirits! We hope you have fun with these activities!

GO LIONS!

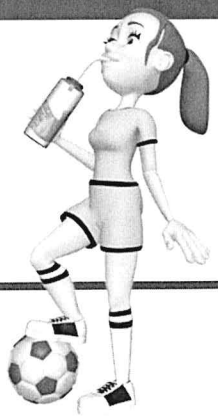
Mr. Fansler & Mrs. Boyd



These activities were created by Pete Charrette and we were granted special permission to use them with our students.

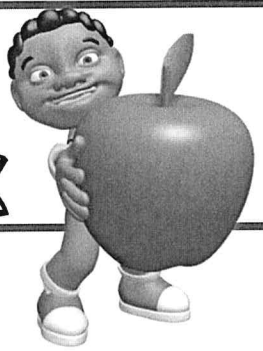
HOW SHOULD I PREPARE TO EXERCISE?

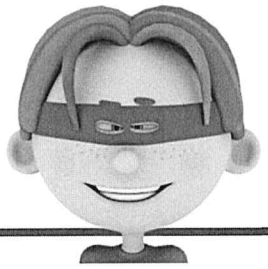
HAVE A PLAN



Hydrate Your Body

"FUEL UP" WITH A HEALTHY SNACK

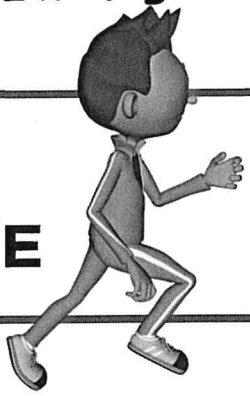




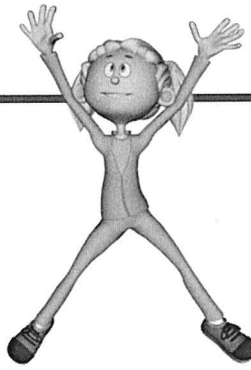
BRING A POSITIVE ATTITUDE

Get Music Prepared for Motivation

PUT ON ATHLETIC SHOES



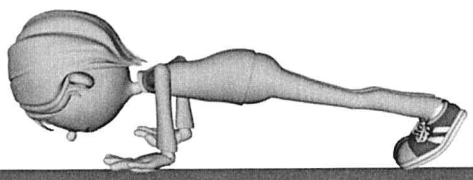
WEAR CLOTHING THAT WILL ALLOW YOU TO MOVE



WARM UP YOUR BODY

HAVE THE CORRECT EQUIPMENT READY TO GO

VISUALIZE YOUR FUTURE RESULTS



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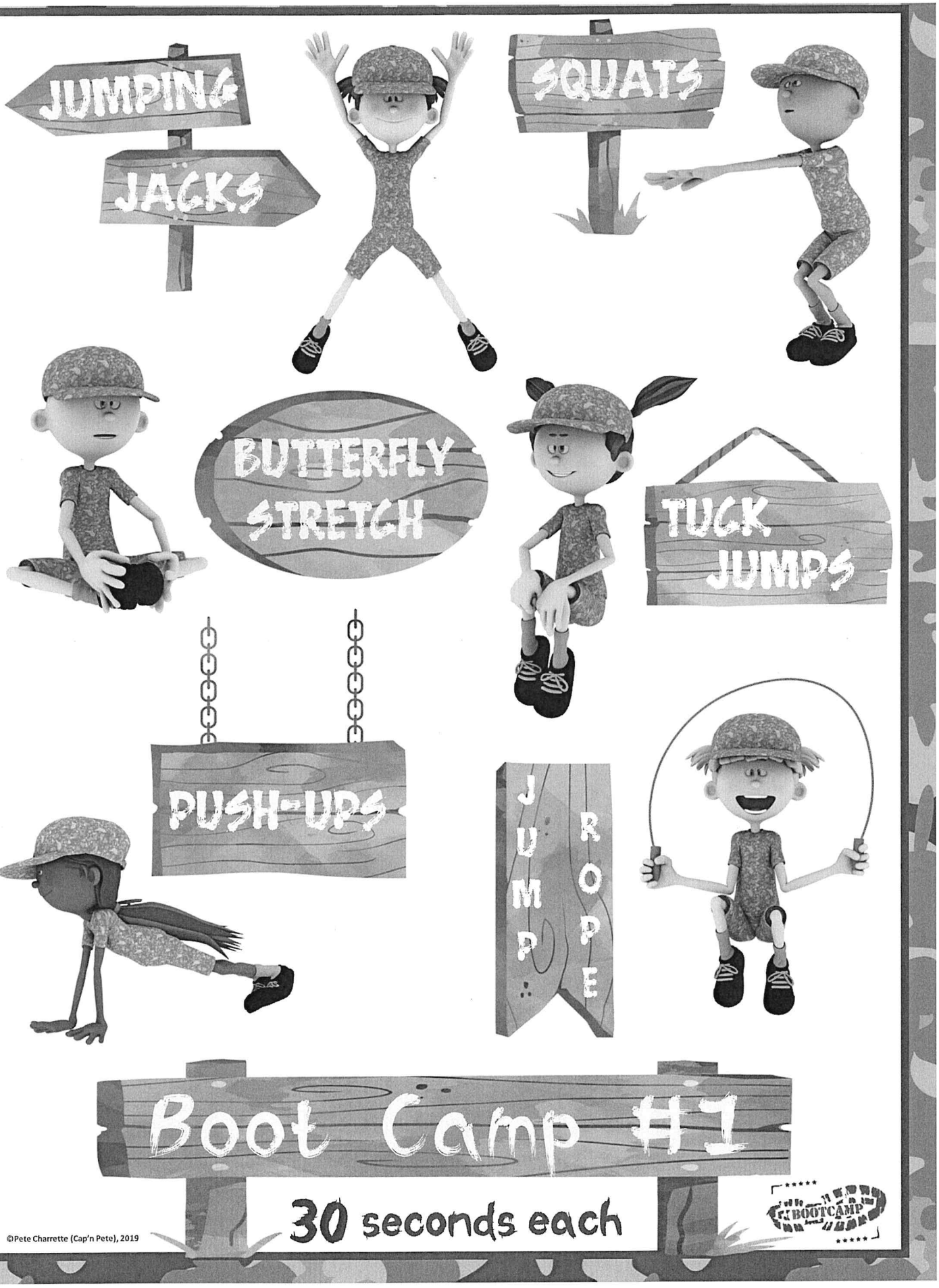

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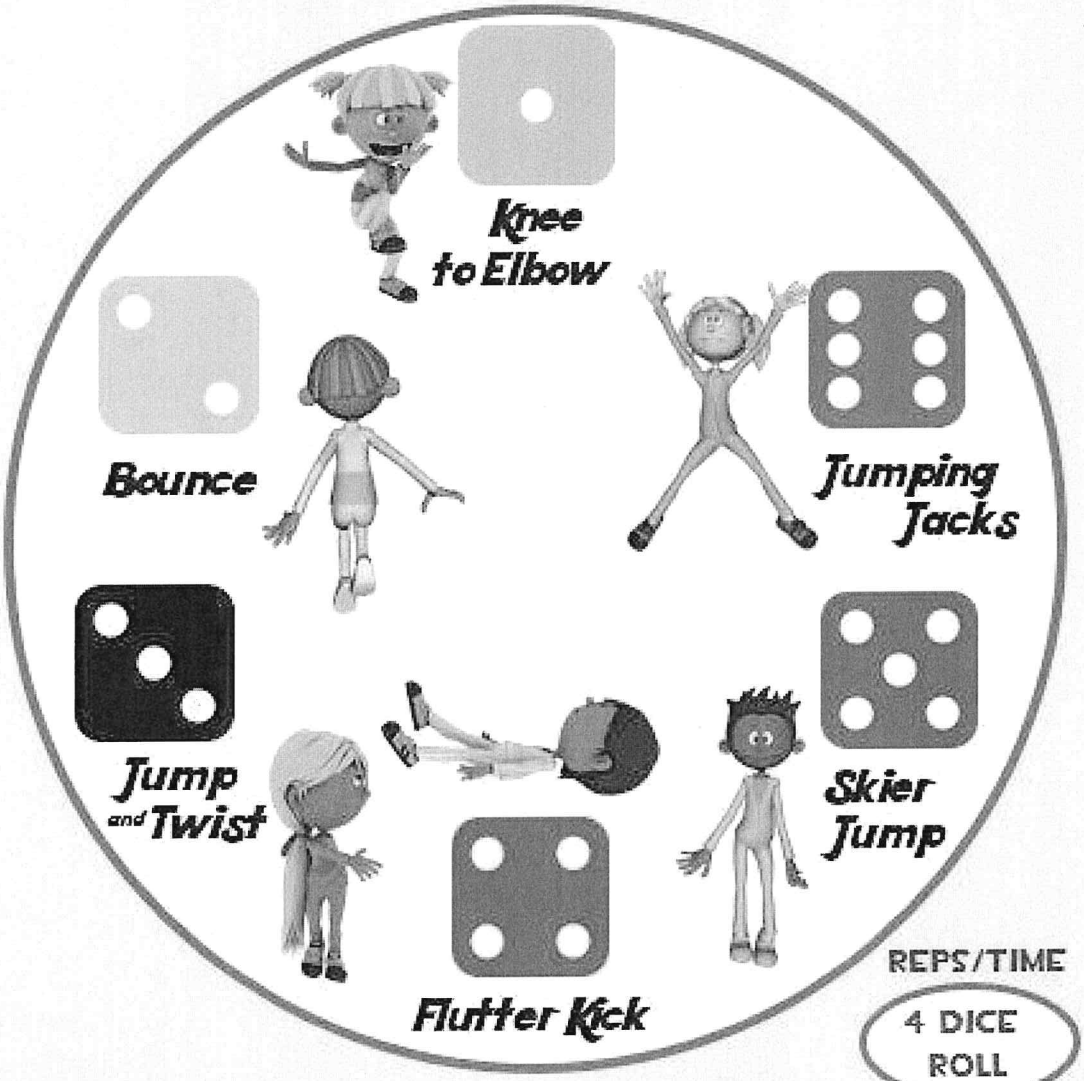
CARDIO



REPS/TIME

4 DICE ROLL

Roll 1 die and perform the cardio movements listed above. Roll and add 4 dice to determine the number of reps or seconds you will perform it.

2 DICE

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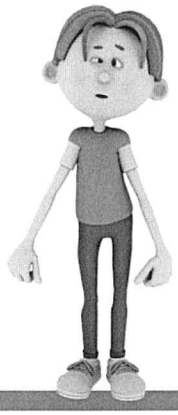
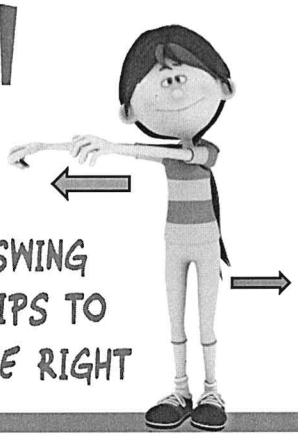
FLOSS DANCE INSTRUCTIONS

START



ARMS DOWN BY SIDES AND MAKE FISTS

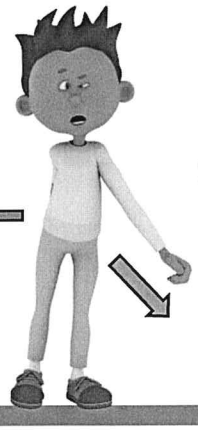
1



SWING ARMS UP TO LEFT SIDE

SWING HIPS TO THE RIGHT

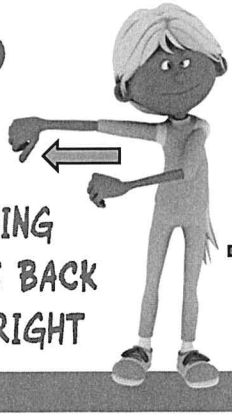
2



PULL ARMS BACK DOWN SHARPLY

THRUST HIPS TO THE LEFT

3

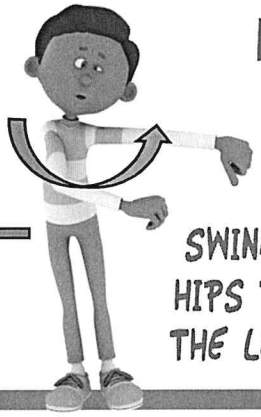


SWING ARMS BACK UP TO LEFT SIDE

SWING HIPS BACK TO RIGHT

4

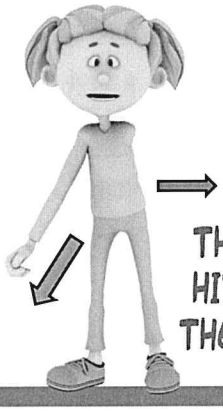
ARMS SWING ACROSS BODY TO THE RIGHT SIDE



SWING HIPS TO THE LEFT

5

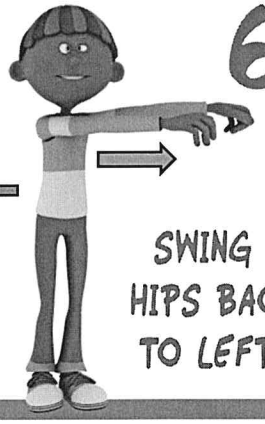
PULL ARMS BACK DOWN SHARPLY



THRUST HIPS TO THE RIGHT

6

SWING ARMS BACK UP TO RIGHT SIDE

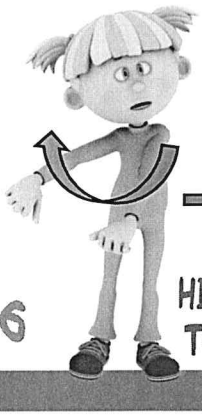


SWING HIPS BACK TO LEFT

1

ARMS SWING BACK ACROSS BODY TO LEFT SIDE

REPEAT 1 - 6

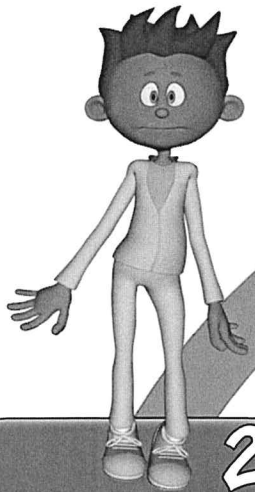


SWING HIPS BACK TO RIGHT

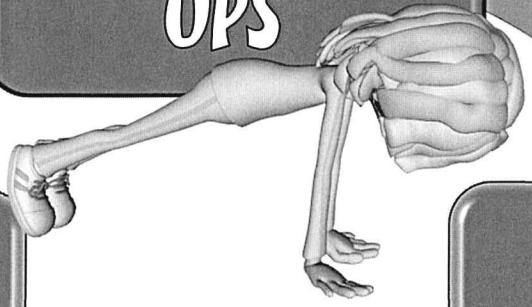
©Pete Charrette (Cap'n Pete), 2018

AMRAP

(AS MANY ROUNDS AS POSSIBLE)

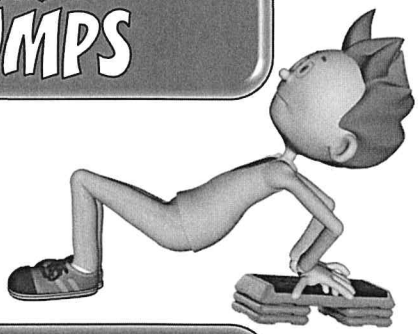


12 PUSH UPS



20 SKIER JUMPS

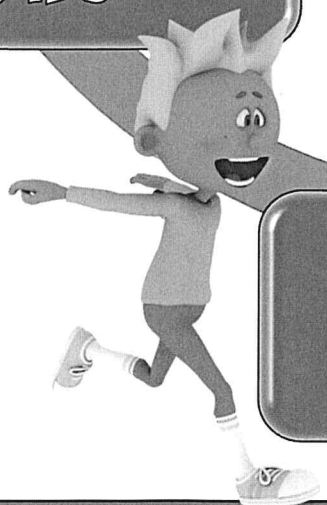
20 ARM CIRCLES

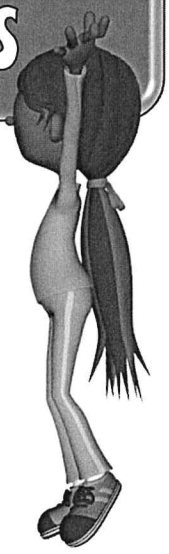


REPEAT

15 TRICEP DIPS

20 VERTICAL JUMPS





JOG 3 LAPS

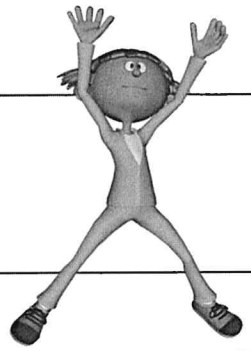
NAVY BLUE WORKOUT

©Pete Charrette (Cap'n Pete), 2017

TABATA

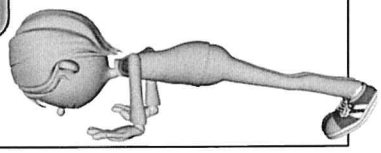
1. JUMPING JACKS

10 SEC REST — 20 SEC MOVE



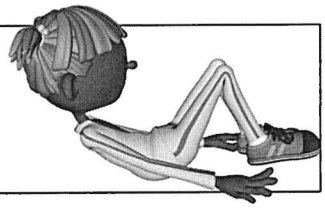
2. PUSH-UPS

10 SEC REST — 20 SEC MOVE



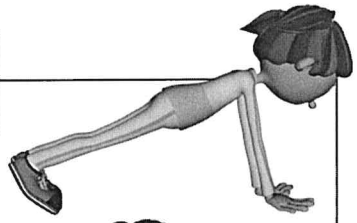
3. CRUNCHES

10 SEC REST — 20 SEC MOVE



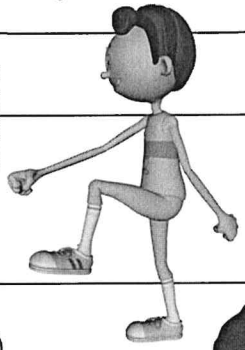
4. BURPEES

10 SEC REST — 20 SEC MOVE



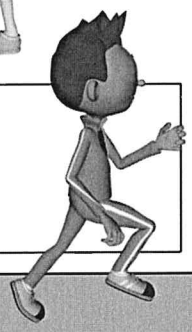
5. HIGH KNEES

10 SEC REST — 20 SEC MOVE



6. JOG IN PLACE

10 SEC REST — 20 SEC MOVE



©Pete Charrette (Cap'n Pete), 2017

SCARF TOSS/CATCH

TOSS AND CATCH

1

1 HAND TOSS
1 HAND CATCH

25 Times

2

RAINBOW TOSS
ACROSS BODY

25 Times

3

1 HAND TOSS
TOUCH OPPOSITE SHOULDER
CATCH

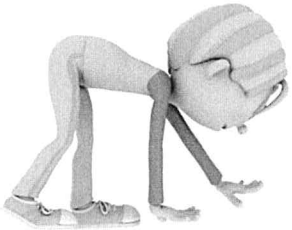
20 Times

4

1 HAND TOSS
TOUCH OPPOSITE FOOT
CATCH

20 Times

5



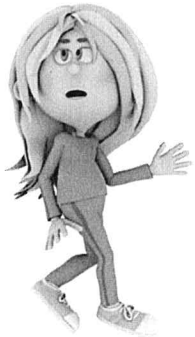
TOSS
TOUCH GROUND
CATCH

15 Times

6

TOSS
TURN AROUND
CATCH

12 Times

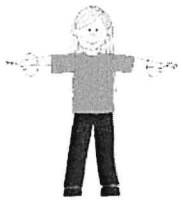
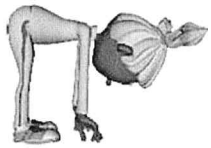
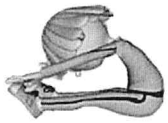
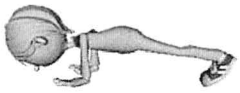
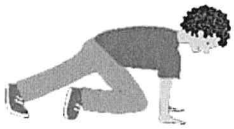


SUPER CHALLENGES

DAB

Pete Charrette (Cap'n Pete), 2018

Tic Tac Toe

20 Arm Rotations 	8 Straddle Jumps	12 Standing Toe Touches 
Hold a Sit & Reach for 15 Seconds 	10 Curl Ups	15 Sec. Butterfly Stretch
10 Push Ups 	Hold a Plank for 15 Seconds	15 Mountain Climbers 

FITNESS

Card 1

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Tic Tac Toe

20 Sec. Wall Sit	Hold a Plank for 15 Seconds	Tricep Stretch for 12 seconds
8 Reachers	Runners Stretch for 15 Sec	8 Burpees
12 Skier Jumps	7 Star Jumps	10 Lunges

FITNESS

Card 2

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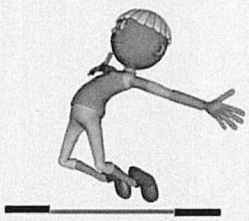
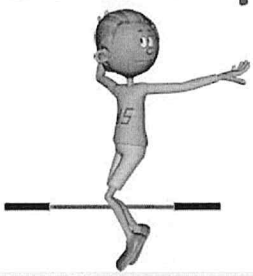
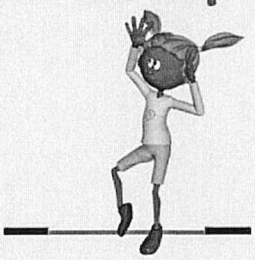
Jump Rope Skill Sheets

SKILL	INSTRUCTIONS	TIPS	CUES
1. Long Jump 	✓ Stand at end of rope ✓ Jump as far a possible down the rope- measure ✓ Repeat and try to go father- 5 jumps	**▪ Squat low** **▪ Explode up and forward** **▪ Mark jump on rope where heels landed**	STAND SQUAT JUMP
2. 2 Foot Jump 	✓ Stand at end of rope ✓ Jump side-to-side (2 feet) down the rope ✓ Repeat 10 times	**▪ Stay on balls of feet** **▪ Try not to touch rope** **▪ Skier motion**	JUMP JUMP JUMP
3. 1 Foot Hop 	✓ Stand at end of rope ✓ Hop side-to-side (1 foot) down the rope ✓ Repeat 10 times	**▪ Stay on balls of feet** **▪ Try not to touch rope** **▪ Keep balanced**	HOP HOP HOP
4. Criss-Cross	✓ Stand at end of rope ✓ Jump and cross then uncross legs down the rope ✓ Repeat 10 times	**▪ Stay on balls of feet** **▪ Try not to touch rope** **▪ Cross-uncross, cross-uncross**	JUMP CROSS JUMP CROSS
5. ½ Turn Over	✓ Stand at end of rope ✓ Jump and turn half way around (each jump) down the rope ✓ Repeat 10 times	**▪ Stay on balls of feet** **▪ Try not to touch rope** **▪ Do not go too fast**	JUMP TURN JUMP TURN

Level 1- Rope on Ground

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