

Name: _____

Front
Gallatin County Middle School

7th Grade Wildcat Day Packet

Dear Students and Parents,

This packet contains assignments for NTI (Non-Traditional Instruction). Do not start these right away. They will be announced as Wildcat Days. The packet is labeled Snow Day 1, Snow Day 2, Snow Day 3, Snow Day 4, and Snow Day 5.

Teachers will be available by email for questions on Wildcat Days from 9 am – 2 pm.

Math

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Name _____

Trip Planning **Wildcat Day 1**

B/c

To calculate gas mileage, in miles per gallon (MPG), divide distance travelled by gas used: $\text{gas mileage} = \text{distance} \div \text{gas used}$ If you know the average gas mileage and tank size of a car, you can estimate the car's range: $\text{range} = \text{gas mileage} \times \text{tank size (gallons)}$ If the gas mileage and trip distance are known, you can calculate how many gallons of gas you will need for the trip by dividing trip distance by mileage: $\text{gas used} = \text{distance} \div \text{gas mileage}$ To estimate the cost of the trip, multiply the gas used by the price of gas.

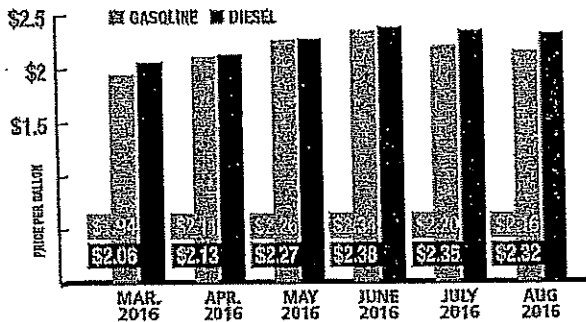
Table 1: Approximate weights of vehicles in pounds.

| | |
|--------------|--------|
| Small Car | 3,000 |
| Sports car | 1,350 |
| SUV | 6,000 |
| Hybrid Car | 3,600 |
| Pickup Truck | 10,000 |
| Van | 5,800 |
| Motorcycle | 400 |
| School Bus | 25,000 |

Figure 1:

Historical Gasoline & Diesel Trends

National Avg. Gasoline & Diesel Price Per Gallon Trend
March 2016 - August 2016



- How many more pounds does a school bus weigh than the SUV? _____
- The weight of the small car and the sports car added together equals the weight of the SUV. True or false? _____ Explain why. _____
- How much more does the pick up truck weigh than the motorcycle? _____
- About how much would a truck hauling a motorcycle weigh? _____
- If James went on a trip in August and drove a car that took gasoline, what would he expect to pay per gallon of gas? _____
- How much had gasoline prices increased from March 2016 to June 2016? _____
- Typically, in 2016 was gasoline or diesel more expensive? Provide evidence from figure 1 to support your answer. _____
- Which vehicle is the lightest weight? _____

Return to Mrs. Bowling

Name _____

35 Cargo Cults

Wildcat Day 1

The term *cargo cult* is used by anthropologists to describe South Pacific island religious movements that began in the 1860s. Island natives saw the economic disparity between themselves and white colonialists. Surely, they reasoned, the white men's ships being unloaded each day were the source of the white man's power. If the islanders could copy the arrival of cargo ships exactly, they would please their ancestral gods. Then they too would receive the same wealth.

World War II brought U.S. military troops to the islands of the South Pacific. The islanders had scarcely seen a piece of steel, let alone huge ships, airplanes, Jeeps, radios, refrigerators, and mobile hospitals. They were impressed and confused. The goods simply appeared. It could only be explained by magic. Again, as islanders did in the 19th century, the 20th century islanders reasoned that if the white man's magic was copied accurately, the islanders' cargo would come.

Cult rituals developed that often included preparations to receive the cargo. Airstrips were hacked out of the jungle; lookouts were posted to watch for airplanes; wooden radios were built with vines running out the back as antennae. Cult members dressed in makeshift U.S. Army uniforms and held military drills using bamboo "rifles." Military radio commands such as "Roger, out" and "You have landing clearance" were preserved as an oral tradition and passed down through the generations.

Not surprisingly, the results were disappointing. The planes and ships did not return. The cargo of the white man's world did not come to the islanders. Today cargo cultism in the Pacific islands is rare.

Subje

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Detail

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Devi

Main Idea

1 _____

| | Answer | Score |
|--|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input type="checkbox"/> N | 5 |

Voca
in C

- a. Cargo cults try to duplicate military uniforms and drills. _____
- b. Cargo cults are a result of South Pacific islanders' exposure to material goods. _____
- c. An unusual religion was practiced in the South Pacific Islands. _____

Add
a *

Return Mrs. Lowe

Wildcat Day 1 - Name _____

37 Thirteen Days in October

John F. Kennedy, President of the United States, peered at the photographs taken by a U-2 spy plane flying high over Cuba. Nikita Khrushchev, premier of the Soviet Union, was installing offensive nuclear weapons just 90 miles off the Florida coast. It was October 15, 1962.

Kennedy called his advisers together. Some favored an immediate air strike and an invasion of Cuba; some thought the United States should put up a naval blockade around Cuba to turn away Soviet ships carrying weapons. Finally Kennedy decided. The navy would put up a blockade.

Khrushchev issued two orders. The Soviets would speed up work on the nuclear missile bases, and Soviet ship captains would ignore the blockade. Then the first unexpected event took place. Soviet ships approaching the blockade stopped dead in the water. The Soviet special envoy to Cuba had overruled Khrushchev and ordered Soviet ships to stop. Then on October 26, Kennedy received a letter from Khrushchev proposing that the Soviets would remove the missiles in exchange for a U.S. pledge never to invade Cuba. Before Kennedy could reply, a second Khrushchev letter arrived proposing a different solution. Khrushchev wanted U.S. missiles in Turkey removed in exchange for the removal of the Cuban missiles.

From the U.S. point of view, this was unacceptable, but Kennedy had one more strategy in mind. The terms of Khrushchev's first letter were acceptable, but not the terms of the second. So Kennedy ignored the second letter. He answered the first letter instead. He replied on October 27th, and the next day a message came from Khrushchev. Yes, the Soviet Union would accept the terms as stated in the president's letter. Somehow during those 13 days in October 1962, a war was avoided.

Main Idea

1 _____

| | Answer | Score |
|---|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input type="checkbox"/> N | 5 |
| a. Communication is important. | <input type="checkbox"/> | _____ |
| b. War between the Soviet Union and the United States was narrowly avoided in October 1962. | <input type="checkbox"/> | _____ |
| c. The U.S. navy blockaded Soviet ships. | <input type="checkbox"/> | _____ |

Mrs. Lowe

3

Wildcat Day 1

Name: _____

Comparing Integers (A)

Compare the pairs of integers using $<$, $>$, or $=$

$19 \square 23$

$1 \square 0$

$-84 \square -83$

$90 \square 86$

$31 \square 29$

$-18 \square -15$

$-9 \square -6$

$-39 \square -44$

$79 \square 75$

$41 \square 39$

$-42 \square -40$

$32 \square 33$

$-97 \square -94$

$-64 \square -63$

$44 \square 39$

$-51 \square -53$

$-24 \square -23$

$89 \square 94$

$30 \square 26$

$-71 \square -73$

$-85 \square -82$

$11 \square 14$

$-98 \square -97$

$-6 \square -10$

$-4 \square -2$

$-90 \square -89$

$-89 \square -91$

$3 \square 5$

$41 \square 45$

$49 \square 46$

$-35 \square -40$

$42 \square 45$

$1 \square -2$

$88 \square 86$

$-39 \square -36$

$-95 \square -98$

$-63 \square -66$

$98 \square 103$

$50 \square 46$

$-54 \square -50$

Return to Mrs. Chisenhall

Name _____

Date _____

Wildcat Day 2

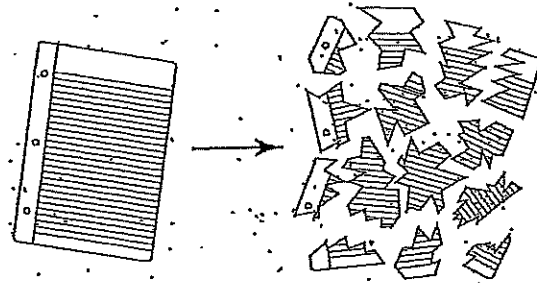
Lesson Quiz

Physical and Chemical Changes

Choose the letter of the best answer.

- Which process is an example of a physical change?
 - Carrots are cut into small pieces and mixed into a salad.
 - A peanut butter sandwich is eaten and broken down by enzymes in the stomach.
 - Sodium metal and chlorine gas are combined to form sodium chloride, or table salt.
 - Sodium metal and water are combined to form a basic compound and a flammable gas.
- Which process is an example of a chemical change?
 - an iron nail rusting
 - bath water cooling while you take a bath
 - a piece of metal being heated until it expands
 - a glass window breaking when hit with a baseball
- When paper is burned, the mass of the remaining ash is less than the mass of the original paper. Which statement best explains this result?
 - The ash has less volume than the paper.
 - Some of the matter is destroyed during the reaction.
 - The mass of the ash cannot be accurately determined.
 - Some of the products of the reaction were given off as a gas.

- There are several differences between chemical and physical changes. Which process is an example of a chemical change?
 - steam rising from a boiling pot of soup
 - a metal railing rusting in damp weather
 - alcohol evaporating from a cotton swab
 - a piece of wood shrinking as it dries out
- Marco tears a piece of notebook paper into smaller pieces, as shown below.



Tearing paper into pieces is an example of what kind of change?

- a change in mass
- a physical change
- a chemical change
- a change in energy

Return to Mrs. Bowling

The Caves of Lascaux

Imagine looking for your lost dog. You step into a cave. But instead of the dog, you find beautiful cave paintings. You see paintings of horses, deer, and bison. They are drawn in black, brown, red, and yellow. Your first question would probably be "Who did this?"

This is what happened to four French boys in 1940. They found the Lascaux (la skō') caves. The paintings the boys discovered in those caves are 17,000 years old. They were drawn by the prehistoric people called Cro-Magnons.

Cro-Magnons looked much like people of today. They used tools, such as fishing nets, that look familiar too. But their art was extraordinary. The main cave at Lascaux is called the Great Hall of Bulls. It has a picture of bulls and horses in many colors. The largest animal is 18 feet long. There are smaller animals too. They include bison, stags, and a bear. There is also an odd, spotted, two-horned animal.

To the left of the main cave are the most famous paintings. These are drawings of multicolored animals. One painting is called Little Horses. On the ceiling are horses and cows. The most unusual sight may be in the Shaft of the Dead Man. Here is a rhinoceros, a carefully drawn dead man, a wounded bison, and a bird.

Why did Cro-Magnon artists do these beautiful drawings on cave walls? Did the drawings call upon some magical power? Did the Cro-Magnon people hope that the drawings would bring luck? There is one thing the paintings seem to tell us. The Cro-Magnons had a sense of wonder about the world. They looked at beauty and they understood it.

| Main Idea | 1 | Answer | Score |
|--|---|---------------------------------------|-----------|
| Mark the <i>main idea</i> | | <input checked="" type="checkbox"/> M | <u>15</u> |
| Mark the statement that is <i>too broad</i> | | <input type="checkbox"/> B | <u>5</u> |
| Mark the statement that is <i>too narrow</i> | | <input type="checkbox"/> N | <u>5</u> |
| a. Cave paintings are beautiful. | | <input type="checkbox"/> | _____ |
| b. The caves of Lascaux hold colorful prehistoric paintings. | | <input type="checkbox"/> | _____ |
| c. Drawings of horses are on the walls of the Lascaux caves. | | <input type="checkbox"/> | _____ |

Return to Mrs. Hereford

Wildcat Day 2

Name _____

1 History: What It Is, What It Means

Do you know what history is? Here is one answer. It is everything humans have done and thought. Here is a more specific answer. History is the story of events. It is the story of nations and persons. How people began writing is part of history. So is the Hundred Years' War. So is the first airplane flight. So is last year's election.

How do we know about the past? There are many sources. Some are oral. Some are visual or written. We can learn of the past from one person's memory. We can learn from stories handed down through generations. We can see the past in a piece of Stone Age flint. We see it in old paintings and photos. We read about the past in old records. They may be ships' logs or church records. They may be diaries of pioneers. They may be journals of presidents. Each fact and story is interesting. Each is important. Each is part of history.

It is impossible to record everything about an event or person. Facts must be carefully chosen to tell what happened. Questions have to be asked. Answers must be found. Different accounts of a single event need to be put together.

This is the job of historians. They try to come up with an accurate story. They look carefully at what they find. Then they put the past together again. Historians search for causes of events. They also look for history's effects. Sometimes they do not know how or why something happened. Then they come up with theories. These theories are based on the facts. They may help explain certain events.

When the facts are put together, a story of events and nations comes forth. The story of humans can be told.

Main Idea 1 _____

| | Answer | Score |
|--|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input type="checkbox"/> N | 5 |

- a. History is the Hundred Years' War and the first airplane flight. _____
- b. To understand history, facts must be studied and analyzed. _____
- c. History is all about the past. _____

Mrs. Hereford

Ordering Integers (A)

Write each set of integers in the order shown.

| | | | |
|-----------|-----------|-----------|-----------|
| least | greatest | least | least |
| -76 _____ | -58 _____ | 3 _____ | -63 _____ |
| -14 _____ | 45 _____ | 1 _____ | -40 _____ |
| 56 _____ | -92 _____ | 59 _____ | 26 _____ |
| -30 _____ | -50 _____ | 98 _____ | -3 _____ |
| 11 _____ | -49 _____ | 55 _____ | -95 _____ |
| -18 _____ | 21 _____ | 42 _____ | -92 _____ |
| greatest | least | greatest | greatest |
| greatest | least | greatest | least |
| -82 _____ | 98 _____ | -40 _____ | -3 _____ |
| -62 _____ | 53 _____ | 91 _____ | 12 _____ |
| -90 _____ | -98 _____ | -93 _____ | 47 _____ |
| 80 _____ | -15 _____ | 83 _____ | 60 _____ |
| -45 _____ | 61 _____ | 58 _____ | -90 _____ |
| -47 _____ | -90 _____ | 1 _____ | 58 _____ |
| least | greatest | least | greatest |
| greatest | greatest | greatest | greatest |
| -97 _____ | -88 _____ | -26 _____ | -62 _____ |
| 87 _____ | 82 _____ | 61 _____ | -31 _____ |
| -93 _____ | -99 _____ | 26 _____ | -46 _____ |
| -83 _____ | -36 _____ | 9 _____ | 74 _____ |
| 83 _____ | -8 _____ | -31 _____ | -64 _____ |
| 22 _____ | -37 _____ | 0 _____ | 50 _____ |
| least | least | least | least |
| least | least | least | greatest |
| 17 _____ | 47 _____ | -46 _____ | 95 _____ |
| -35 _____ | 50 _____ | -8 _____ | 24 _____ |
| 76 _____ | 97 _____ | -27 _____ | 82 _____ |
| 89 _____ | 91 _____ | 8 _____ | 82 _____ |
| 68 _____ | 89 _____ | -75 _____ | -40 _____ |
| -57 _____ | -23 _____ | -89 _____ | -25 _____ |
| greatest | greatest | greatest | least |

Name _____

Date _____

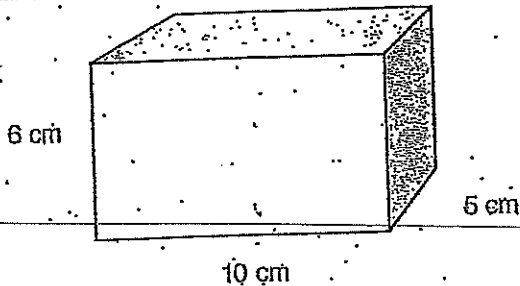
Wildcat Day 3

Pretest

Matter

Choose the letter of the best answer.

1. The illustration below shows a rectangular solid.

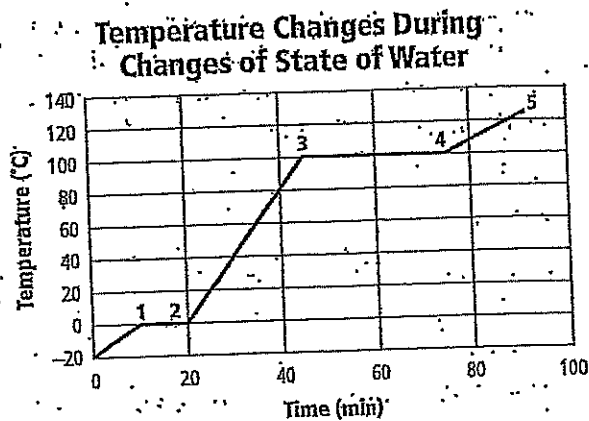


What is the volume of this solid?

- A. 21 cm^3
 B. 30 cm^2
 C. 60 cm^2
 D. 300 cm^3
2. All matter has physical and chemical properties. These properties can be used to identify the type of matter. Which of these statements describes a chemical property?
- A. A particular substance evaporates at 30°C .
 B. A 2-ft.-long metal bar has a mass of only 176 g.
 C. A certain heavy metal turns to a liquid at room temperature.
 D. A metal is added to a beaker of water, and the beaker explodes.
3. David found that water can be created in a lab by burning hydrogen gas in air. He concluded that water is not a compound because only hydrogen was used to form water. What is wrong with David's conclusion?
- A. A compound does contain only one type of element.
 B. Hydrogen is made up of two different types of atoms.
 C. Water was not the product formed when he burned hydrogen.
 D. The hydrogen combined with oxygen from the air to form water.

4. Which process represents a chemical change?
- A. A lake freezes over into ice.
 B. A metal bar is rolled into a flat sheet.
 C. Vinegar bubbles when baking soda is added.
 D. Sand, water, and salt combine to form a mixture.

5. The diagram below shows how the temperature of water changes as the water changes states.



Between which points does water boil?

- A. 1 to 2
 B. 2 to 3
 C. 3 to 4
 D. 4 to 5
6. Trini adds 10 g of baking soda to 100 g of vinegar. The mixture begins to bubble. When the bubbling stops, Trini finds the mass of the resulting mixture. She determines its mass is 105 g. Why has the mass changed?
- A. A gas has formed and left the mixture.
 B. Vinegar evaporated during the experiment.
 C. Mixtures always are less massive than their parts.
 D. Mass was destroyed when vinegar reacted with baking soda.

Return to
Mrs. Bowling

Idcat Day 3 Name _____

6 Capital of the Inca Empire

Cuzco was the capital city of the Inca Empire in South America. The empire began in the 1300s. It ended suddenly in 1532. At its peak, the empire had 12 million people. Peru, Ecuador, and parts of Chile, Bolivia, and Argentina made up the empire. The city of Cuzco was the hub. Inca roads spread from the city like spokes on a wheel. The roads went to the four corners of the empire. The roads brought the empire's treasure of silver and gold into Cuzco.

Cuzco had palaces, temples, and government buildings. The most important buildings were made from fine stonework. Inca architects planned these buildings. First they made clay models. Then workers dug huge blocks of limestone and granite from the ground. Next skilled stonemasons cut and fit the blocks together. The stonemasons shaped each stone. They used stone hammers and bronze chisels. Thousands of workers hauled the blocks into place. Stone blocks weighed as much as 20 tons. The workers moved the blocks with ropes and wooden rollers. To get heavy stones to the top of high walls, workers dragged them up earth ramps. Incas sanded and polished the stone blocks. The blocks fit together perfectly. There were no gaps or spaces. Only a line showed where the blocks were joined.

The Spaniards destroyed much of Cuzco in 1533. They built a new Spanish city on top of the old one. Some of their buildings have the old Inca buildings as their foundations. Sometimes they used the Incas' stones to build new buildings. They used Inca gold and silver to decorate their churches. The empire is gone now, but Incan skill and wealth remain.

Main Idea

1 _____

| | Answer | Score |
|--|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input checked="" type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input checked="" type="checkbox"/> N | 5 |

- a. Cuzco was a city in the Inca Empire. _____
- b. The Spaniards decorated their churches with Inca gold. _____
- c. The buildings of Cuzco were built with skill and wealth. _____

Return to Mrs. Lowe

2

Wildcat Day 3

Name _____

Separation of Powers

The U.S. Constitution was written in 1787. The states finally worked out their differences and ratified the Constitution in 1788.

James Madison, the author of the Constitution, wanted a strong government with three branches. These three branches balance each other's power.

The *executive branch* is the office of the president. (It also includes his or her cabinet.) This branch enforces federal laws. It appoints federal officials. It deals with foreign countries. The president is commander of the armed forces.

The *judicial branch* includes the Supreme Court. It also includes the lower Federal Courts. It decides cases of law.

The *legislative branch* makes laws. It also amends and repeals laws and collects taxes. One part of this branch is the Senate. It has 100 members. Each state has two senators. The other part is the House of Representatives. It has 435 members. Each state sends a number of representatives based on its population.

How many representatives would there be? Madison said the number should reflect how many people live in a state. New Jersey had few people. These people did not agree. They said each state should have the same number of representatives. The people of Connecticut wanted a compromise. They said the law-making branch should have two parts. In one part, each state would have the same number of members. In the other part, the number of members from a state would vary. Large states would have more members. Small states would have fewer.

Main Idea

1

Answer

Score

Mark the *main idea*

M

15

Mark the statement that is *too broad*

B

5

Mark the statement that is *too narrow*

N

5

a. The U.S. Constitution provides for three branches of government.

b. The United States has a Constitution.

c. The Senate has 100 members.

Mrs. Lowe

5

Wildcat Day 3

Name: _____

Adding Integers (A)

Use an integer strategy to find each answer.

$$(-23) + 11 =$$

$$23 + 2 =$$

$$11 + (-5) =$$

$$22 + 18 =$$

$$1 + (-4) =$$

$$(-6) + (-25) =$$

$$(-9) + (-13) =$$

$$17 + 15 =$$

$$7 + 3 =$$

$$4 + 10 =$$

$$4 + (-13) =$$

$$9 + 22 =$$

$$7 + (-24) =$$

$$16 + 16 =$$

$$(-10) + 19 =$$

$$(-20) + (-1) =$$

$$15 + (-19) =$$

$$(-16) + 19 =$$

$$16 + (-13) =$$

$$(-4) + 23 =$$

$$12 + 5 =$$

$$(-13) + 20 =$$

$$(-8) + (-15) =$$

$$(-8) + 1 =$$

$$(-23) + 3 =$$

$$(-21) + (-14) =$$

$$7 + 16 =$$

$$2 + 11 =$$

$$19 + (-20) =$$

$$17 + 13 =$$

Return to Mrs. Chisenhall

Name _____

Date _____

Wildcat Day 4

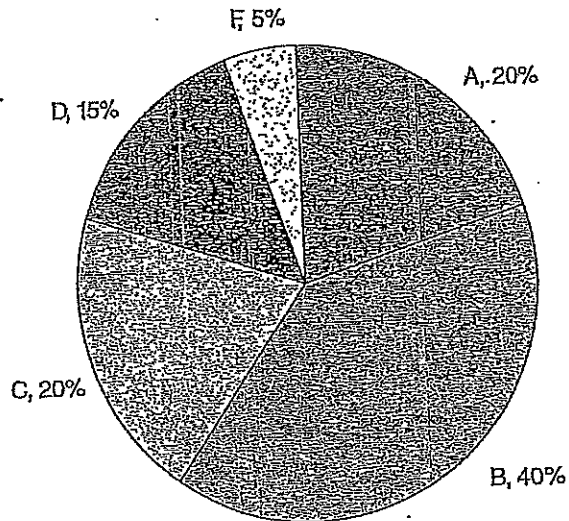
Lesson Quiz

Representing Data

Choose the letter of the best answer.

- Identifying the independent and dependent variables in an experiment will help you better interpret and convey results. What is the difference between the independent and dependent variables in an experiment?
 - The independent variable is always a number, and the dependent variable is never a number.
 - The independent variable is what you control, and the dependent variable is what changes as a result.
 - The dependent variable is what the investigator controls, and the independent variable is what happens as a result of this.
 - The dependent variable is typically found in the first column of a table, and the independent variable is typically found in the second column.
- Which of the following is a limitation of using a model to study something?
 - A model cannot represent a thing exactly.
 - A model cannot help study things that are dangerous.
 - A model cannot reproduce things that are too far away.
 - A model cannot show things that are too small or too large.
- Scientists often use visual or mathematical representations to investigate items that are very large, very small, or otherwise difficult to study. What are these visual or mathematical representations called?
 - experiments
 - hypotheses
 - models
 - observations

- A graph can help scientists display and convey data. What part of a line graph shows trends?
 - title
 - legend
 - x- and y-axis labels
 - line of best fit
- The pie graph below shows the distribution of grades on a test taken in Dr. Kurilla's class.



If 20 students took the test, how many students earned a grade of B or better?

- 9 students
- 12 students
- 15 students
- 18 students

Return to Mrs. Bowling

Wildcat Day 4

Name: _____

19 Bessie Coleman, Determined Pilot

For the first 10 years after the Wright brothers' original flight in 1903, flying was only a sport. It was a pastime for daredevils. One very determined daredevil was Bessie Coleman. She was the first black woman to fly an airplane.

Coleman, born in Texas in 1892, the tenth of 13 children, dreamed of being a pilot. To earn money for flying lessons, she washed other people's laundry. At the age of 19, she took a train to Chicago, where she enrolled in a beauty school. For five years, she worked in a barbershop, and then she looked for a flying school. No flying schools in the United States would teach women, but Coleman heard that there were schools in France that would. So she studied French and sailed off to France.

When she returned to the United States in 1921, Coleman was the first licensed black woman pilot. Her "aerial acrobatic exhibitions" dazzled audiences. She took her airplane through loop-the-loops. She did slow rolls and sharp rolls. She did tailspins and flew upside down. Audiences were amazed when she performed a move called "falling leaf."

Coleman became a celebrity. She performed her acrobatic flights all over the country. She also spoke to African-American audiences in schools, churches, and theaters. Fly, she told them. Be a part of the new aviation industry. Many young African-American men listened to her. Some became honored military pilots during World War II. Many others made their careers in aviation.

On April 29, 1926, Coleman was flying when a tool carelessly left in the airplane cockpit jammed the control stick. The plane went into a dive and did not recover. The daring 34-year-old pilot was killed.

Main Idea

I _____

| | Answer | Score |
|---|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input type="checkbox"/> N | 5 |
| a. Many early pilots were daredevils. | <input type="checkbox"/> | ___ |
| b. Women could learn to fly in France. | <input type="checkbox"/> | ___ |
| c. Bessie Coleman was a pioneer in the aviation industry. | <input type="checkbox"/> | ___ |

Return Mrs. Hereford

Wildcat Day 4

Name _____

8 The Fertile Crescent

Eleven thousand years ago, the area called the Fertile Crescent may have seemed an unlikely place to live and farm. This flat land in the Middle East was barren and dry. The clay soil was hard. Rain was scarce. So why did one of the first civilizations begin here?

Much of the Fertile Crescent is between two rivers. These are the Tigris and the Euphrates. How could people get the river water to their dry fields? They needed canals, ditches, or pipes to carry water to the dry land. This is called irrigation. With irrigation, people could grow crops.

Irrigation caused farming in the Fertile Crescent to become more successful. Farmers grew many crops. They grew barley, wheat, vegetables, date palms, and grapevines. There was plenty of food. As a result, several things happened.

One result was this: People were no longer hungry. They could store food for times when the crops did not do well.

Another result was that people could have other skills. Not everyone had to be a farmer. People could be gem cutters, metal workers, or carpenters. They could be judges, doctors, or musicians.

And so the population increased. Cities grew. Leaders organized the people. Canals were planned, built, and taken care of. The people needed leaders to get these jobs done.

As time went on, people could trade surplus grain for things they did not grow or make. They could trade for timber, stone, gems, and metals.

All these things made a civilization. That is why this area, the Fertile Crescent, is where one of the world's first civilizations began.

Main Idea 1 _____

| | Answer | Score |
|--|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input type="checkbox"/> N | 5 |

- a. Successful farming led to one of the world's first civilizations.
- b. The Fertile Crescent is between the Tigris and Euphrates Rivers.
- c. Civilization depends on farming.

Mrs. Hereford

3

Subtracting Integers (A)

Use an integer strategy to find each answer.

$14 - 17 =$

$8 - (-7) =$

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$18 - (-22) =$

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$(-21) - (-12) =$

$12 - (-11) =$

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$19 - 5 =$

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$21 - 7 =$

$(-1) - 4 =$

$(-17) - 20 =$

$(-23) - 25 =$

$6 - 24 =$

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$(-15) - 12 =$

$(-19) - (-20) =$

$(-19) - 1 =$

$11 - 25 =$

$14 - (-17) =$

Return to Mrs. Murphy

Name _____

Date _____

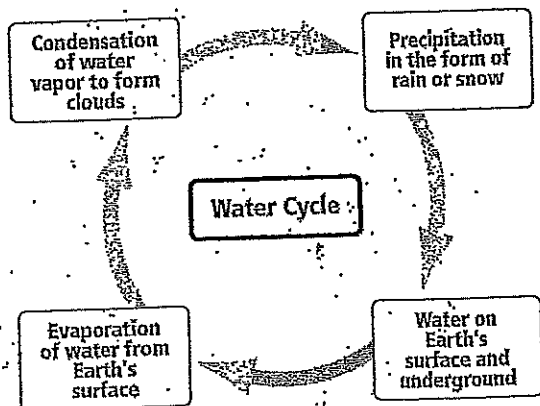
Wildcat Day 5 -

Lesson Quiz

Models and Simulations

Choose the letter of the best answer.

1. The image below shows a model.



What type of model is shown in this image?

- A. a scale model
 - B. a physical model
 - C. a conceptual model
 - D. a mathematical model
2. A scientist wants to see what would happen if a truck's tires slipped on ice. What would the scientist use to test how the truck's tires would function in this example?
- A. a system
 - B. a simulation
 - C. a conceptual model
 - D. a mathematical model

3. Which of the following is not an example of a physical model?
- A. a toy car
 - B. a miniature train
 - C. a stuffed animal
 - D. a chemical equation
4. Which of the following best describes a typical disadvantage of using a mathematical model?
- A. A mathematical model may be too dangerous or too expensive to study.
 - B. A mathematical model may not behave exactly like the object it represents.
 - C. A mathematical model may not be able to include certain ideas, which may lead to misconceptions about the system.
 - D. A mathematical model may not include all the data, variables, and factors that lead to understanding a system or process fully.
5. What kind of model allows a scientist to understand a large object by studying the object at a smaller size?
- A. a simulation
 - B. a scale model
 - C. a conceptual model
 - D. a mathematical model

Return to Mrs. Bowling

Wildcat Day 5 - Name _____

26 Gold and Silver Worth \$30 Million

The Spanish explorer Francisco Pizarro was exploring South America in the 1530s when he saw a large raft. It carried silver, gold, emeralds, and rich cloth. This was his first look at the riches of the Inca Empire. Once this empire covered much of western South America.

Atahualpa was ruler of the Inca Empire. One of his messengers visited Pizarro's camp and invited Pizarro to visit the city of Cajamarca. Pizarro and his men were looking for glory and gold. They wanted to expand the Spanish Empire. So Pizarro and about 160 horsemen and soldiers accepted the invitation. They set off into the Andes Mountains. When Pizarro and his men came out of the mountains, they looked down on Cajamarca Valley. The tents of the Inca army were below them.

To greet Pizarro, Atahualpa had put on embroidered clothes and an emerald collar. He was carried on a special throne to Cajamarca's central square. He arrived with about 5,000 men. Without warning, the Spaniards attacked. The unarmed Inca soldiers tried to escape, but the Spaniards killed thousands of them. They captured Atahualpa.

Atahualpa's people tried to get him back. They gathered gold and silver worth 30 million dollars to give to Pizarro. It was one of the largest ransoms in history. Pizarro agreed to the ransom. But then he did not keep his promise. Instead he accused Atahualpa of sending for an army. The Spaniards sentenced him to death. He was executed in Cajamarca Square.

Pizarro's stolen treasure was 11 tons of gold objects. He melted down almost all of it. Few gold objects survived the Spanish conquest.

Main Idea

1 _____

| | Answer | Score |
|--|---------------------------------------|-------|
| Mark the <i>main idea</i> | <input checked="" type="checkbox"/> M | 15 |
| Mark the statement that is <i>too broad</i> | <input type="checkbox"/> B | 5 |
| Mark the statement that is <i>too narrow</i> | <input type="checkbox"/> N | 5 |

- | | | |
|--|--------------------------|-------|
| a. The Spanish explorers stole from and conquered the Incas. | <input type="checkbox"/> | _____ |
| b. Pizarro met the Inca ruler in a public square. | <input type="checkbox"/> | _____ |
| c. The Spanish explored South America. | <input type="checkbox"/> | _____ |

Return to Mrs. Lowe

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Wildcat Day 5

Name: _____

Score 15 points for each correct answer.

Score

- Subject Matter** 2 Another good title for this passage is
- a. A Meeting in the Andes.
 - b. The Wealth of the Incas.
 - c. The Fall of an Inca Leader.
 - d. Atahualpa and His 5,000 Men.

- Supporting Details** 3 The value of the ransom was
- a. paid mostly in emeralds.
 - b. 11 million dollars.
 - c. 30 million dollars.
 - d. 5,000 dollars.

- Conclusion** 4 This passage clearly demonstrates Pizarro's
- a. bad temper.
 - b. honesty.
 - c. greed.
 - d. fairness.

- Clarifying Devices** 5 The basic pattern used to develop this passage is
- a. question and answer.
 - b. a spatial description.
 - c. comparison and contrast.
 - d. chronological order.

- Vocabulary in Context** 6 The word ransoms means
- a. prices paid for someone's release.
 - b. searches.
 - c. agreements between two people.
 - d. gatherings of military troops.

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Score

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Mrs. LOWE

Add your scores for questions 1-6. Enter the total here and on the graph on page 159.

Total Score

3

Wildcat Day 5

Name: _____

Multiplying Integers (A)

Find each product.

| | | | |
|------------------------|------------------------|------------------------|-----------------------|
| $(-6) \times 0 =$ | $7 \times 3 =$ | $6 \times (-10) =$ | $(-3) \times (-5) =$ |
| $8 \times (-2) =$ | $(-4) \times (-10) =$ | $10 \times (-3) =$ | $3 \times 5 =$ |
| $9 \times (-4) =$ | $10 \times 4 =$ | $10 \times (-4) =$ | $5 \times 9 =$ |
| $0 \times (-10) =$ | $11 \times 11 =$ | $2 \times 3 =$ | $(-4) \times (-12) =$ |
| $(-4) \times (-6) =$ | $(-10) \times (-2) =$ | $3 \times 12 =$ | $4 \times 7 =$ |
| $2 \times 4 =$ | $3 \times (-3) =$ | $(-12) \times (-12) =$ | $(-9) \times 5 =$ |
| $9 \times (-7) =$ | $9 \times 8 =$ | $(-1) \times 10 =$ | $(-1) \times (-2) =$ |
| $4 \times (-12) =$ | $(-6) \times (-5) =$ | $10 \times (-1) =$ | $(-7) \times (-9) =$ |
| $7 \times 4 =$ | $6 \times (-5) =$ | $9 \times (-12) =$ | $8 \times 1 =$ |
| $(-2) \times 1 =$ | $(-11) \times 2 =$ | $12 \times 3 =$ | $(-4) \times 3 =$ |
| $7 \times (-8) =$ | $11 \times 2 =$ | $7 \times 11 =$ | $(-9) \times (-12) =$ |
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| $11 \times (-9) =$ | $4 \times (-2) =$ | $2 \times (-11) =$ | $(-5) \times 12 =$ |
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| $(-11) \times (-11) =$ | $8 \times 4 =$ | $(-3) \times 12 =$ | $(-10) \times (-6) =$ |
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| $(-1) \times 2 =$ | $(-9) \times (-8) =$ | $1 \times 5 =$ | $(-6) \times 12 =$ |
| $(-10) \times (-4) =$ | $(-11) \times (-10) =$ | $1 \times (-12) =$ | $3 \times (-7) =$ |
| $(-3) \times (-4) =$ | $8 \times 12 =$ | $2 \times (-8) =$ | $0 \times 8 =$ |
| $5 \times (-7) =$ | $0 \times 11 =$ | $(-10) \times 10 =$ | $(-8) \times 0 =$ |
| $4 \times (-7) =$ | $11 \times 1 =$ | $(-3) \times 8 =$ | $(-2) \times (-10) =$ |

Return to Mrs. Chisenhall

4

Name: _____

Gallatin County Middle School

7th Grade Wildcat Day Packet

Dear Students and Parents,

This packet contains assignments for NTI (Non-Traditional Instruction). Do not start these right away. They will be announced as Wildcat Days. The packet is labeled Snow Day 1, Snow Day 2, Snow Day 3, Snow Day 4, and Snow Day 5.

Teachers will be available by email for questions on Wildcat Days from 9 am – 2 pm.

Math

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