SCHOOLHOUSE NEWS
The Purcell Register

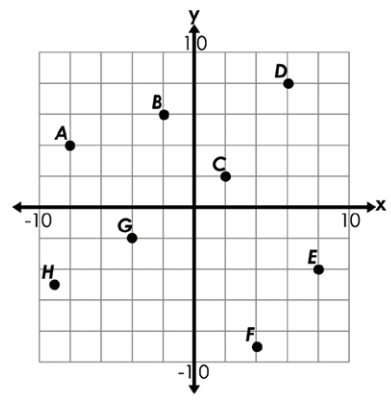
Middle School

6th Grade

Name: _____

Coordinate Grid

Give the coordinates for the following points.

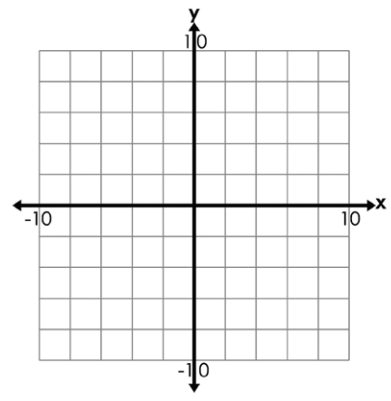


1. C _____
2. H _____
3. B _____
4. E _____
5. G _____
6. D _____
7. A _____
8. F _____

Tell which quadrant each of the following points is located in: I, II, III, or IV.

9. (15, -12) _____
10. (-9, 17) _____
11. (20, 10) _____
12. (-6, -23) _____
13. (30, -8) _____
14. (-5, -5) _____
15. (18, 10) _____
16. (-14, -2) _____
17. (-8, 35) _____

Plot and label the following points.



18. *I* (8, -4)
19. *J* (-2, -4)
20. *K* (-8, 10)
21. *L* (6, 6)
22. *M* (-5, -9)
23. *N* (9, 1)
24. *O* (-4, 3)
25. *P* (6, -8)

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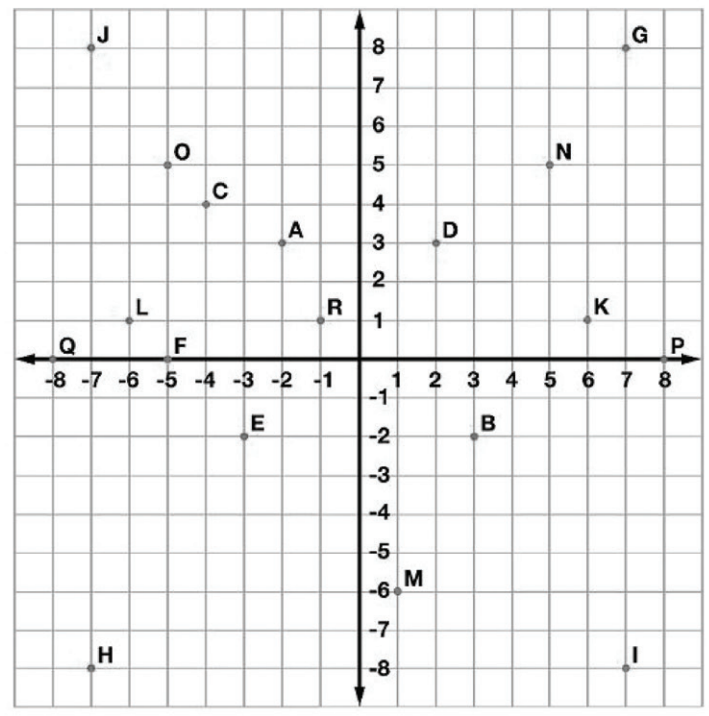
6th Grade

Name: _____

Coordinate Plane & Ordered Pairs

Ordered Pairs



Tell what point is located at each ordered pair.

1. (3,-2) _____
2. (2,3) _____
3. (-5,5) _____
4. (-7,-8) _____
5. (-4,4) _____
6. (-5,0) _____

Write the ordered pair for each given point.

7. E _____
8. M _____
9. P _____
10. G _____
11. Q _____
12. N _____

Plot the following points on the coordinate grid.

13. S (-6,-3)
14. T (2,-4)
15. U (5,8)

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7th Grade Math Name_____ ID: 1

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Mode and Range Review(10)

Date_____ Period____

Find the mode and range for each data set.

1) Minutes to Run 5km

40	39.5	47.8	28	31.8	32
31.5	23.1	32.4	18.4	35.4	32
28.7	24.1	25.5	31		

2) Goals in a Hockey Game

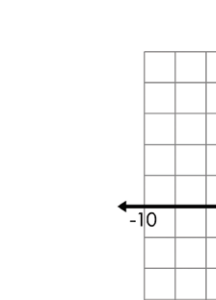
10	7	9	4	5	5	5	3
5	7	5	5	5	9	7	7
5							

3) 2012 Summer Olympics

Country	Medals
New Zealand	13
Azerbaijan	10
South Korea	28
Italy	28
Ethiopia	7
Ukraine	20
Romania	9
Brazil	17

Country	Medals
Poland	10
Australia	35
Jamaica	12
Kenya	11
North Korea	6
Ireland	5
Cuba	15
Russia	81

4) Length of Book Titles



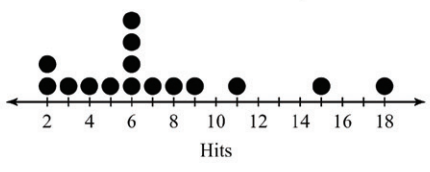
5) Basketball Tournament

School	Appearances
UIC	3
Colorado State	10
Northern Illinois	3
North Florida	1
Loyola-Chicago	5
Marquette	31

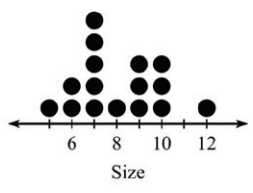
School	Appearances
North Carolina State	24
Mercer	3
Baylor	9
Bowling Green	4
Penn State	9

School	Appearances
Montana State	3
Indiana State	4
Minnesota	8
Washington State	6
Akron	4

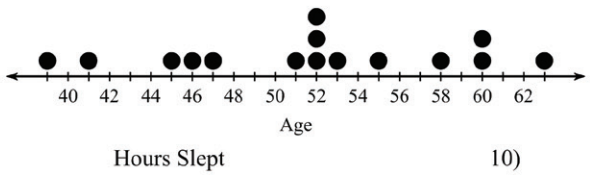
6) Hits in a Round of Hacky Sack



7) Shoe Size



8) US Senators When Assuming Office



9) Hours Slept

6	7	7.25	7	8.25
6.75	5.25	8.25	6.5	8.5
6.5	4.75	5.75	8.25	7.25
5.5	8			

10) Age at First Job

18	16	11	13	22	13	22
15	13	13	15	18	13	14
14						

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Mean and Median Review(9)

Date_____ Period____

Find the median and mean for each data set.

1) Monthly Revenue

21,650	33,090	60,710	42,950
39,660	20,210	33,400	43,990
34,860	48,950	41,480	48,860
15,010	29,610	34,530	

2) Minutes to Run 5km

38.8	32.9	32	39.7	29.3
44	28.8	18	23.4	29.5
46.8	35.1	36.7	25.4	32.5

3) Melting Point

Substance	°C
Calcium	842
Sulphur	115.2
Sulphuric Acid	10.3
Zinc	419.5
Glycerol	17.8
Water	0
Platinum	1,768
Cobalt	1,495
Iodine	113.7

Substance	°C
Silver	961.8
Aluminum	660.3
Potassium	63.4
Copper	1,085
Magnesium	650
Lead	327.5
Tin	231.9
Carbon	3,550

4) Melting Point

Substance	°C
Potassium	63.4
Phosphorus	44.2
Plutonium	639.4
Zinc	419.5
Glycerol	17.8
Gold	1,064
Silicon	1,414
Sulphuric Acid	10.3

Substance	°C
Magnesium	650
Cobalt	1,495
Tin	231.9
Iron	1,538
Carbon	3,550
Radium	699.8
Water	0

5) Large US Cities

City	Population
Glendale	226,721
Norfolk	242,803
Tulsa	391,906
Stockton	291,707
Indianapolis	820,445

City	Population
Baltimore	620,961
Philadelphia	1,526,006
Fort Worth	741,206
Greensboro	269,666

City	Population
Orlando	238,300
Los Angeles	3,792,621
Newark	277,140
Santa Ana	324,528

City	Population
Colorado Springs	416,427
Chula Vista	243,916
Irvine	212,375
San Jose	945,942

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SCHOOLHOUSE NEWS

The Purcell Register

Middle School

8th Grade

Pre-Algebra Name_____ ID: 1

Multi step equations WS 1

Date_____ Period____

Solve each equation.

1) $2n - 7 - 5n = -19$

2) $8 - 4n - n = 18$

3) $1 - 3p - 8p = 12$

4) $5v - v = 8$

5) $-8x - 5x = -13$

6) $-8(2k - 4) - 4k = 152$

7) $-125 = 5(5 + 5n)$

8) $-3(7b + 4) = -138$

9) $-8(4p + 1) - 1 = 215$

10) $-252 = 7(-4 - 4m)$

8th Grade

Pre-Algebra Name_____ ID: 1

Multi step equations 2

Date_____ Period____

Solve each equation.

1) $13 + 3k = 5 + k$

2) $3x - 8x = -6x + 7$

3) $-2 + 3m = -5 + 8m - 8m$

4) $7 - n = n - 3$

5) $-11 + 2r = 1 - 4r$

6) $11 - r = -4(1 - r)$

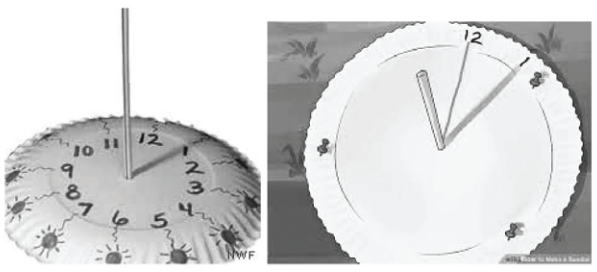
7) $37 - 5x = 2(1 - 5x)$

8) $13 + 3x = -8(2x - 4)$

9) $-40 - 6m = 8(5m - 5)$

10) $7(n - 7) = 35 - 5n$

MS Science Week 5 Distance Learning
Lesson 1
Sundial Activities



For this activity we'll be making a simple sundial (using a clock to help us!) as well as tracking the position of the sun by observing our shadows.

Materials

Sidewalk chalk
Tape measure or yardstick
Pen or pencil
Large concrete space with no shadows
Clock
Paper plate
Plastic straw
Ruler
Markers or crayons
Paperweight or a few small stones
Adult helper
Sunny weather

Preparation

This activity works best if you start early in the day, so you have a few hours of daylight to do your testing. We recommend starting at 9 A.M. and testing off and on until noon—or starting at noon and testing off and on until 3 P.M.

Procedure

1. Start by choosing a place where you will always stand during this activity. Make sure it is in the middle of the open concrete space, with no shadows nearby. Mark this space by using your chalk to outline your shoes. If you do not have concrete, do it in the middle of your driveway. You can trace the outline of your shoes in the dirt or rocks with a stick.
2. Stand in your chosen spot and have your helper use the sidewalk chalk or a stick to trace the outline of your shadow on the concrete, dirt, or rocks.
3. Use your chalk or stick to write the time at the top of your shadow.
Repeat these steps every 30 minutes, each time marking the time of day at the top of your shadow.
4. While you are waiting to trace your shadow use a pencil or pen to carefully poke a hole through the center of your paper plate.
Check the time, round up to the nearest hour, and write this number at the very edge of your plate with a crayon or marker. For example, if the clock says 9:45 A.M., write "10" on the plate. Use your ruler to draw a straight line from the number you wrote to the hole in the center of the plate.
5. Wait until the clock reads the hour that you wrote before proceeding to the next step (for example, if you started at 9:45 A.M., you would wait 15 minutes until the clock reads 10:00 A.M.).
6. Take your plate and plastic straw outside. Put the plate on the ground and poke the straw through the hole you made. Slant the straw slightly toward the line you drew.
7. Carefully rotate the plate so the shadow of the straw lines up with the line you drew. Do you think the shadow will stay in the same place all day? Why or why not?
8. Place the paperweight or stones on the very edges of the plate to hold it in place.
9. Every hour check your sundial and the position of the shadow on your plate. If you started at 10 A.M., note the position of the shadow at 11 A.M. and write "11" on the edge of the plate where this shadow falls.
10. Each time you check the sundial, write the hour on the edge of the plate where the shadow falls. Why do you think the shadow is moving? What does your sundial remind you of?
11. After several hours of tracing your own shadow observe the positions of each tracing. Did your shadow move during the day? What else changed about your shadow with each tracing? What do you think caused these changes?

SCHOOLHOUSE NEWS

The Purcell Register

Middle School

6th/7th Grade

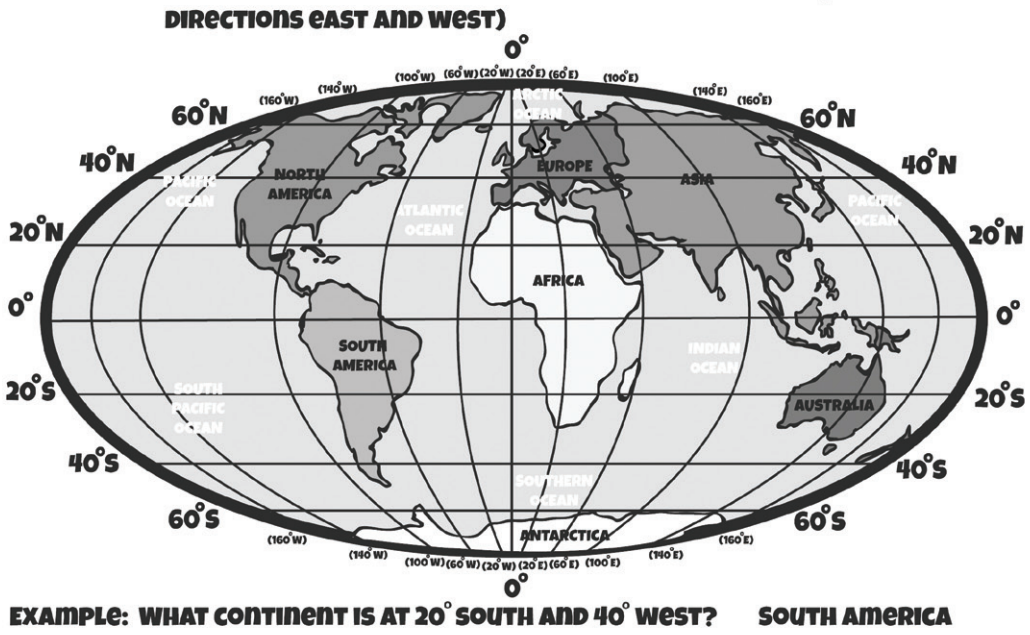
WHAT IS LATITUDE AND LONGITUDE, AND HOW DO YOU USE IT?

SOME OF THIS JOURNEY WILL TAKE PLACE OVER WATER. TO NAVIGATE THE OCEAN, YOU WILL HAVE TO UNDERSTAND LATITUDE AND LONGITUDE COORDINATES.

WHAT IS LATITUDE AND LONGITUDE?

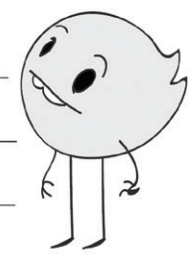
LATITUDE – LINES THAT GO AROUND THE GLOBE (THEY GO BY THE DIRECTIONS NORTH AND SOUTH)

LONGITUDE – LINES THAT POINT FROM TOP TO BOTTOM OF THE GLOBE (THEY GO BY THE DIRECTIONS EAST AND WEST)



EXAMPLE: WHAT CONTINENT IS AT 20° SOUTH AND 40° WEST? SOUTH AMERICA

1. What continent is 40° north and 20° east? _____
2. What ocean is found at 20° south and 100° east? _____
3. What continent is at 20° south and 140° east? _____
4. What ocean is at 40° south and 160° west? _____
5. What continent is at 40° north and 100° east? _____



Answers: 1. Europe 2. Indian Ocean 3. Australia 4. South Pacific Ocean 5. Asia

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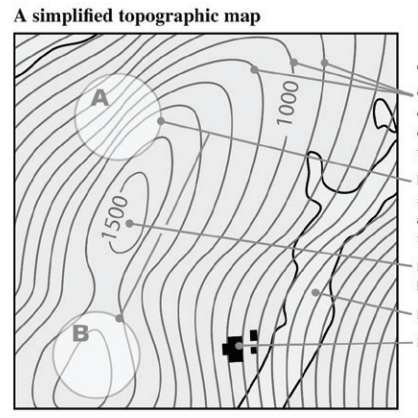
6th/7th Grade

Topographic Maps: Contour Lines

Topographic maps show how flat or steep the land is. They show this with a series of lines that are labeled with the elevation, or height, of the land. These lines are called contour lines.

A simplified topographic map



Topographic maps show:

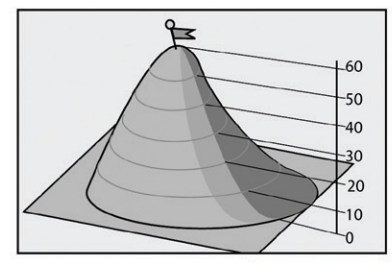
Contour lines, which represent changes in elevation, or height. The closer they are together, the steeper the land.

Here, the map shows that Area A is steeper than Area B because there are more lines and they are closer together in A.

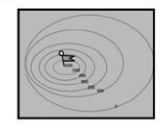
Elevation indicator, which tells the height in feet or meters.

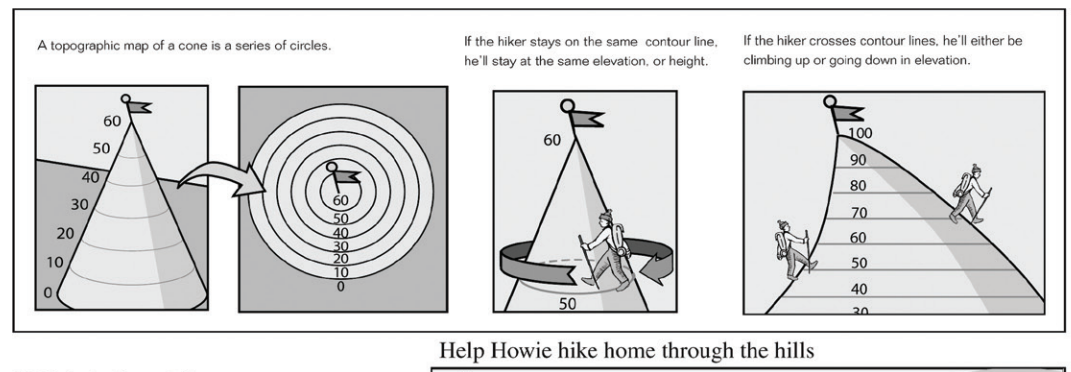
Details such as water,

Buildings

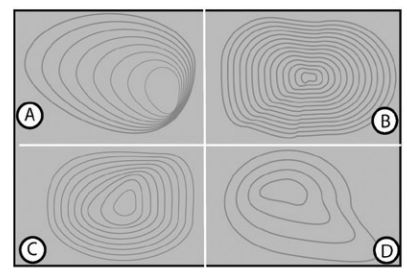


Contour lines show the elevation. Here the land is steeper on the left side and a gentler slope on the right.





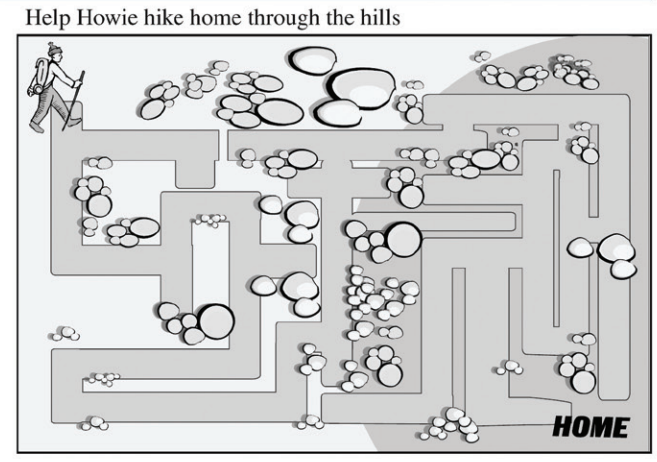
Which land is…



tallest?_____ steepest? _____

flatest? _____

Help Howie hike home through the hills



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6th/7th Grade

Social Studies Geography

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The 50 States

Label the map on page 1 using the state abbreviations below.

1.	*Alabama*	*AL*
2.	*Alaska*	*AK*
3.	*Arizona*	*AZ*
4.	*Arkansas*	*AR*
5.	*California*	*CA*
6.	*Colorado*	*CO*
7.	*Connecticut*	*CT*
8.	*Delaware*	*DE*
9.	*Florida*	*FL*
10.	*Georgia*	*GA*
11.	*Hawaii*	*HI*
12.	*Idaho*	*ID*
13.	*Illinois*	*IL*
14.	*Indiana*	*IN*
15.	*Iowa*	*IA*
16.	*Kansas*	*KS*
17.	*Kentucky*	*KY*
18.	*Louisiana*	*LA*
19.	*Maine*	*ME*
20.	*Maryland*	*MD*
21.	*Massachusetts*	*MA*
22.	*Michigan*	*MI*
23.	*Minnesota*	*MN*
24.	*Mississippi*	*MS*
25.	*Missouri*	*MO*
26.	*Montana*	*MT*
27.	*Nebraska*	*NE*
28.	*Nevada*	*NV*
29.	*New Hampshire*	*NH*
30.	*New Jersey*	*NJ*
31.	*New Mexico*	*NM*
32.	*New York*	*NY*
33.	*North Carolina*	*NC*
34.	*North Dakota*	*ND*
35.	*Ohio*	*OH*
36.	*Oklahoma*	*OK*
37.	*Oregon*	*OR*
38.	*Pennsylvania*	*PA*
39.	*Rhode Island*	*RI*
40.	*South Carolina*	*SC*
41.	*South Dakota*	*SD*
42.	*Tennessee*	*TN*
43.	*Texas*	*TX*
44.	*Utah*	*UT*
45.	*Vermont*	*VT*
46.	*Virginia*	*VA*
47.	*Washington*	*WA*
48.	*West Virginia*	*WV*
49.	*Wisconsin*	*WI*
50.	*Wyoming*	*WY*

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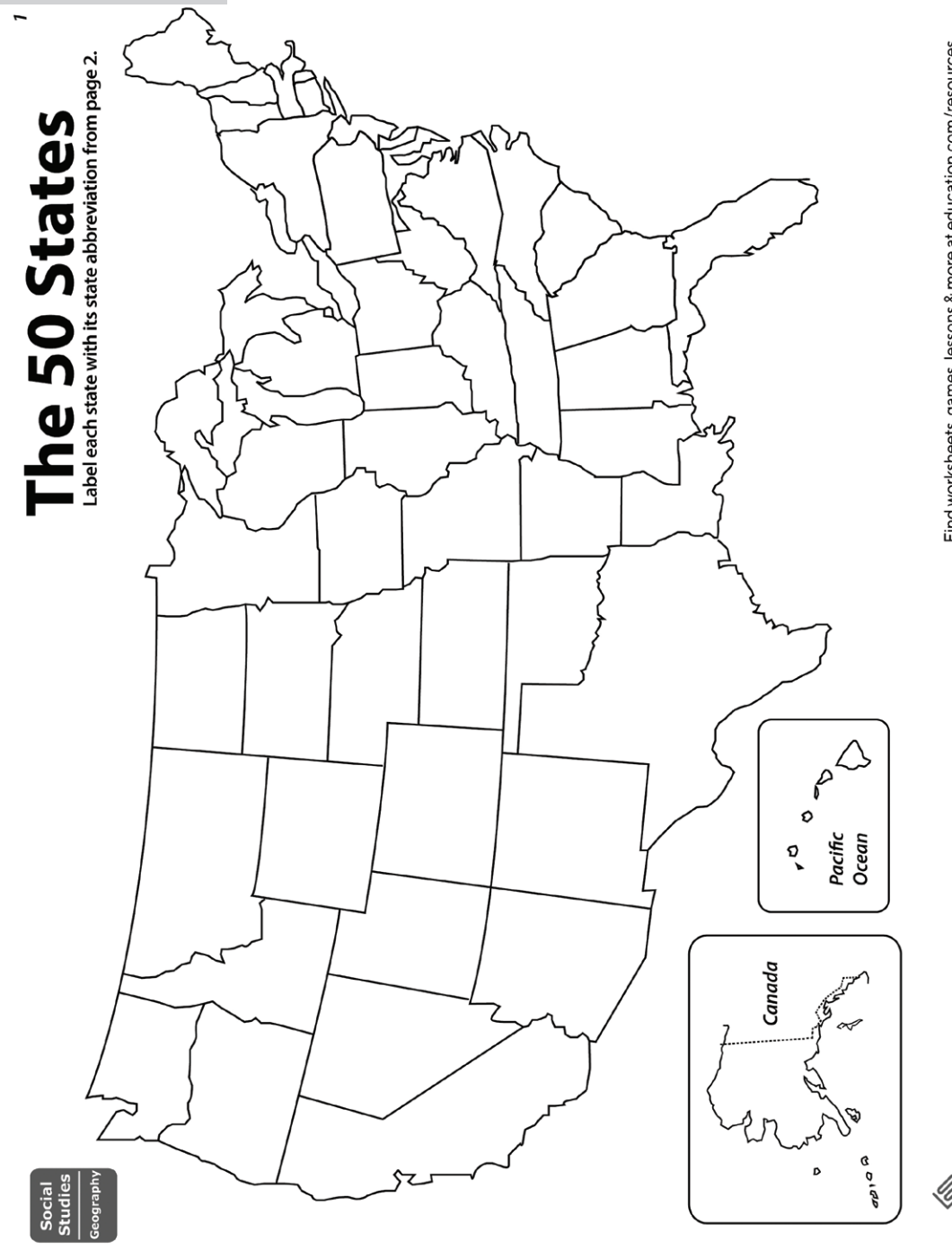
6th/7th Grade

The 50 States

Label each state with its state abbreviation from page 2.



Social Studies Geography

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SCHOOLHOUSE NEWS

The Purcell Register

Middle School

7th Grade **8th Grade**

Write a Persuasive Narrative

A **persuasive narrative** states and supports an opinion. Follow the instructions below to write your own persuasive narrative.

Choose a subject, then use this structure to write your narrative:

Introduction: State your position or opinion. Who is your *audience*? In other words, who are you trying to persuade? Keep your audience in mind when you write.
Reasons: List at least three reasons for your opinion. Think of your audience and what reasons might persuade them.
Conclusion: Restate your opinion in a persuasive way.

Some people think recesses in schools should be longer. They believe kids might learn better if they had a longer break in the middle of the day. However, the extra class time after recess would make the school day longer. Therefore, kids would get out of school later in the day. What do you think? Support your opinion with a persuasive narrative.

Introduction: _____

_____

_____

Reason #1: _____

_____

_____

Reason #2: _____

_____

_____

Reason #3: _____

_____

_____

Conclusion: _____

_____

_____

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Name: _____ Date: _____

Practicing Point of View

A **pronoun** is a word that replaces a noun or noun phrase. These words help our writing sound smooth and less repetitive. They also tell what point of view a story is written from.

First Person Point of View *A character is telling the story. The character is in the story and is experiencing the action.*		Third Person Point of View *A narrator is telling the story. The narrator is not in the story, but is telling what is happening.*	
I	we	him/her	they
me	our	he/she	their
my	us	his/hers	them
myself	ourselves	it/its	themselves

Below is one story, told from two different points of view.
Read each version of the story and answer the questions that follow.

The Birthday Surprise

All day I have been waiting for my mom to come home. Today is her birthday and I have a surprise for her! She works at the restaurant in town and when she gets home, she is always very tired. So I decided I would cook a very special birthday dinner just for her. I made feijoada, which is a stew with black beans, sausage, and pork. My grandma used to make it when my mom was growing up in Brazil. I also made her a chocolate cake with strawberries on top. I didn't have enough money to buy my mom a present, so I made her a card instead. I hope she likes it!

1. Who is telling this story?
   a) a character
   b) a narrator
2. What is the speaker's point of view?
   a) first person
   b) third person
3. What pronouns did you see in the story that helped you determine the point of view?

_____ _____

Gabriela taps her fingers on the table. She is waiting for her mother to return home from work. The warm smell of stew fills the house and a chocolate cake sits on the table. Gabriela looks out the window. Her mother should be home any minute. Gabriela is excited to surprise her mother with a home-cooked meal for her birthday. She knows how tired her mother is after work, so she hopes this special dinner will make her feel happy. Gabriela places a card on the table, next to the cake. It reads "Feliz Aniversário" and has a picture of a unicorn drawn in crayon on it.

1. Who is telling this story?
   a) a character
   b) a narrator
2. What is the speaker's point of view?
   a) first person
   b) third person
3. What pronouns did you see in the story that helped you determine the point of view?

_____ _____

☆ **Think about it!** How would this story be different if it were told from the mom's perspective? Use the underlined words from the stories above to complete this version of the story. Then, circle the pronouns that show point of view.

Today is my _____. I am _____ from working all day. But I am excited to see my daughter, _____, when I get home.

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SCHOOLHOUSE NEWS

The Purcell Register

Middle School

8th Grade

EFFECTS OF THE CIVIL WAR

The Civil War freed the United States of many burdens and embarrassments, but it was also a national tragedy. When the war was over, the country became much stronger and more unified, but the impact of so much violence and fighting between people of the same nation was not something easily forgotten or forgiven.

By the North defeating the South and not allowing them to secede, the federal government became much more powerful than it had been. Previously, each state had much more freedom to make its own laws. After the war, though states still had some individual rights, the federal government was the most powerful. When speaking about the United States, people often said "the United States are...," after the war, people began saying "the United States is....". The United States had become a single nation, rather than a collection of states.

One of the most important effects was that slavery had been officially ended and outlawed anywhere in the U.S. Many people had been working to end slavery, and many states had, but it wasn't until the nation was unified, and individual states were placed under more federal control, that it was able to be officially abolished .

The violence that had happened between the North and South left a bitterness between the people. The Civil War nearly crushed the South's economy and many were left in poverty, which only made their anger worse. The southern states were placed under military rule until, one by one, they made agreements to rejoin the Union. A period of reconstruction took place, to help the Southern economy, but times were hard for many years.

The North and the South had been very different from each other before the Civil War, and though the war guaranteed that they were now united, many differences remained. The South blamed the North for invading their land and destroying their economy, while the North blamed the the South for trying to break up the Union and insisting on slavery, and the two parts of the country rarely agreed on anything. Even today, the Northeastern and the Southeastern United States have very different identities, and often clashing political stances.

Many lives were lost, and many families were torn apart by taking sides during the war, and many of the negative effects of the Civil War are still felt today. However, without the positive effects of it, the country would be a much different place.

A Southern city after the war

Response Questions

Why was it so difficult to abolish slavery without more federal control?

Name three significant things that happened as a result of the Civil War.

Name some of the reasons the North and South were bitter towards one another after the war.

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8th Grade

Civil War Generals Word Search

Find and circle the names of the generals below in the word puzzle.
Words can be vertical, horizontal, diagonal, forward or backward.

C	H	A	M	B	E	R	L	A	I	N	I	P
A	S	F	H	K	W	T	H	O	H	O	O	D
Y	E	B	U	R	N	S	I	D	E	S	J	I
R	C	N	C	I	O	V	J	C	O	K	G	Y
E	H	L	T	O	A	F	T	D	U	C	T	S
K	U	G	E	J	Y	I	V	Z	D	A	G	N
O	Y	B	W	B	D	F	S	M	X	J	R	V
O	X	I	E	V	U	G	D	R	O	F	U	B
H	I	L	L	D	Y	R	T	I	Y	Z	R	J
O	J	B	L	I	O	N	N	A	O	S	M	O
I	E	N	H	V	A	B	J	E	T	K	Y	N
M	W	I	C	R	D	I	S	Z	O	M	Z	V
D	V	F	G	O	R	D	O	N	H	J	L	B

BUFORD
BURNSIDE
CHAMBERLAIN
GRANT
HOOKER
CLEBURNE
EWELL
GORDON
HILL
HOOD

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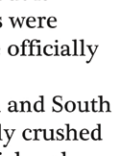
6th Grade

Name: _____ Date: _____

Verbs: Past, Present, and Future Tense

Verbs are words that show an action or state of being. The **verb tense** tells when the action happened. When the verb tense changes, the verb often changes its spelling. The three major tenses are:

- **past** (yesterday, earlier, long ago)
- **present** (today, now, currently)
- **future** (tomorrow, later, next year)



Example: **Run**

Past	Present	Future
She ran yesterday.	She runs past me today.	She will run tomorrow.

The progressive tense is formed when you add the helping verb "to be" and the suffix *-ing*.

Past Progressive	Present Progressive	Future Progressive
She was running yesterday.	She is running today.	She will be running tomorrow.

Directions: *Write each word or phrase from the verb bank in the proper column below.*

Verb Bank

is playing, chose, will be hopping, flew, swung, will smile, is trying, flies, was kicking, will fly, slid, hopped, will be jumping, will swing, kicks, looks, will choose, is smiling

Past/Past Progressive	Present/Present Progressive	Future/Future Progressive

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6th Grade

Name: _____ Date: _____

Verbs: Past, Present, and Future Tense

Directions: *Write each word in the correct verb tense.*

	Past	Present	Future
sit			
pop			
scream			
hear			
build			
buy			

Directions: *Write the correct form of the verb to complete each sentence.*

1. Mom _____ (go) to the store yesterday.
2. Tomorrow, I _____ (write) an essay in class.
3. Ken _____ (sing) an original song at the talent show last week.
4. Now I am _____ (listen) to you.
5. Patricia _____ (travel) to Malaysia next month.

Directions: *Somebody used the wrong verb tense in their writing! Write the correct form of the verb in each of the incorrect sentences below.*

1. Yesterday I will be at home. _____
2. Kai is had a sandwich right now. _____
3. Ben is kicking the ball earlier. _____
4. Tomorrow the librarian read a book. _____

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