



SCHOOLHOUSE NEWS

The Purcell Register



Middle School

6th Grade

Name: _____

Evaluate Expressions

Evaluate the following expressions for $h = 3$.

1. $4(h + 2)$ 2. $\frac{18}{h} + h$ 3. $h(5 + 2)$ 4. $9h - 11$

5. $\frac{8h}{12}$ 6. $\frac{h^2 + 5}{2}$ 7. $4(2h - 3)$ 8. $5h(6 - 4)$

Evaluate the following expressions for $x = 5$ and $b = 9$.

9. $x(b - 1)$ 10. $\frac{5b}{x}$ 11. $\frac{b + x^2}{2}$ 12. $b(2 + x)$

13. $7(b - x)$ 14. $\frac{10x + 4}{b}$ 15. $\frac{b}{3} + x$ 16. $\frac{5x + b}{2}$

Evaluate the following expressions for $m = 16$ and $g = 4$.

17. $\frac{m}{g} + 9$ 18. $g(m - 9) + 5$ 19. $\frac{m}{2} + 3g$ 20. $\frac{6g - m}{2}$

Super Teacher Worksheets - www.superteacherworksheets.com

6th Grade

Name: _____

Evaluate Expressions

Evaluate the following expressions for $x = 6$.

1. $7x$ 2. $\frac{x}{3}$ 3. $29 - x$ 4. $\frac{36}{x}$

5. $9x$ 6. $x + 41$ 7. $3x + x$ 8. $2x - 2$

Evaluate the following expressions for $b = 2$ and $c = 7$.

9. $5 + b + c$ 10. $16 + b - c$ 11. $c - b + 1$ 12. $9b - c$

13. $7c - b$ 14. $4c + b$ 15. $12b + c$ 16. $22 + b - c$

Evaluate the following expressions for $y = 8$ and $d = 4$.

17. $\frac{6y}{d}$ 18. $\frac{20}{d} + y$ 19. $\frac{yd}{2}$ 20. $\frac{y}{d} + 6$

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7th Grade Math Name _____ ID: 1
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 Solve 1-Step Equation Review(5) Date _____ Period _____

Solve each equation.

- | | |
|-------------------------|-------------------------|
| 1) $x + 20 = 29$ | 2) $n - 19 = -6$ |
| 3) $a - 1 = -7$ | 4) $k - 16 = -10$ |
| 5) $r + 13 = -2$ | 6) $-21k = -42$ |
| 7) $\frac{x}{10} = -24$ | 8) $-26n = -156$ |
| 9) $\frac{b}{26} = -8$ | 10) $\frac{x}{30} = -7$ |
| 11) $\frac{v}{26} = 15$ | 12) $x - 2 = 25$ |
| 13) $-10n = -150$ | 14) $-8 = \frac{x}{22}$ |
| 15) $a - 30 = -44$ | 16) $-36 = m - 30$ |
| 17) $-286 = 11r$ | 18) $a + 8 = 7$ |
| 19) $14 = v - 12$ | 20) $\frac{p}{6} = 12$ |

7th Grade Math Name _____ ID: 1
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 Solve 2-Step Equation Review(6) Date _____ Period _____

Solve each equation.

- | | |
|-----------------------------|--------------------------|
| 1) $2n - 10 = 12$ | 2) $\frac{n}{2} + 7 = 9$ |
| 3) $-10 + \frac{n}{2} = -1$ | 4) $8n + 6 = 94$ |
| 5) $-2x - 8 = 8$ | 6) $2 = 4 + \frac{k}{2}$ |
| 7) $\frac{a + 8}{4} = 5$ | 8) $-15 = -2n + 9$ |
| 9) $-2 = -1 + \frac{a}{9}$ | 10) $-6 - 7b = -125$ |



SCHOOLHOUSE NEWS

The Purcell Register

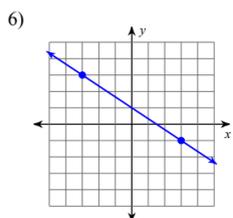
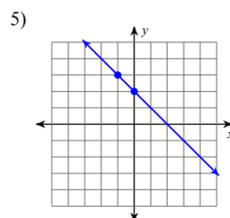
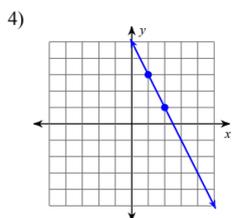
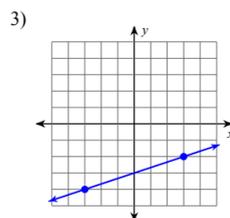
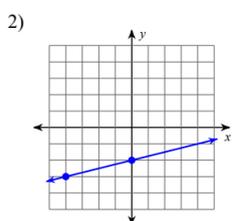
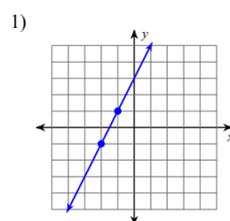
Middle School

8th Grade

8th Grade

Pre-Algebra Name _____ ID: 1
Slope WS 1 Date _____ Period _____

1-6. Find the slope and y-intercept of each line. Then write in slope-intercept form. $y=mx+b$
7-12. Tell the slope and the y-intercept.



7) $y = -\frac{1}{5}x$

8) $y = x - 3$

9) $y = \frac{3}{5}x + 2$

10) $y = 9x - 5$

11) $y = -3x - 2$

12) $y = \frac{1}{3}x - 2$

Pre-Algebra Name _____ ID: 1
Slope WS 2 Date _____ Period _____

Find the slope of the line through each pair of points.

1) $(-4, 13), (11, 6)$

2) $(8, 9), (9, 13)$

3) $(-9, 14), (-20, -14)$

4) $(20, -3), (-6, 17)$

5) $(11, -13), (10, 4)$

6) $(1, 9), (-9, -14)$

7) $(-13, 0), (0, 9)$

8) $(2, 18), (-8, -17)$

9) $(3, 15), (2, 3)$

10) $(-13, 8), (15, 15)$

Middle School ELA & Reading Supplement

April 20-24

Instructions:

Each week you will receive 3 Quick Write topics, a reading passage, and a writing assignment related to the reading topic. Turn in work according to your school district's instructions.

Quick writes:

Write for 15 minutes at least 3 times per week. Find a place, get comfortable, and write on the assigned topic. This is not an exercise in perfect grammar and spelling, but a time to think and free write on a topic. Feel free to "chase rabbits" or change the topic to suit your interests. If you can't write on the specified topic, substitute a topic of your own. The point is to WRITE. If you want to look up words you couldn't spell, do it after the 15 minutes.

Topic 1: Agree or Disagree? Do you agree or disagree with the following statement? Imagination is more important than knowledge. Explain your position.

Topic 2: An Explanation for Aliens Imagine you're exploring space and you come across aliens who have never been to Earth. How would you describe money to them?

Topic 3: What Would You Make Free? If you could make one thing (an item or a service) in the world free of charge to everyone, what would you choose and why? How would this change the world?

Theme: Workforce Changes

Reading

Rosie the Riveter

By Barrett Smith 2017

While many people do not know who Rosie the Riveter truly was, her image continues to inspire women today. In this informational text, Barrett Smith discusses the beginning of Rosie and how she impacted women during World War II. As you read, take notes on why the image of Rosie the Riveter was created, and how it inspired women during World War II.

Rosie the Riveter is not an actual person but an idea that represents an era in history and the women who were part of that era. A riveter is someone who uses a rivet gun to attach metal parts, but not all Rosie the Riveters were actual riveters. Rosie the Riveter is an idea that represents all of the American women who worked in factories, shipyards, and other manufacturing plants during World War II to help the American war effort. She has also come to represent women's economic power and feminism, which is the movement that fights for the equal rights of women.

Women in the Workforce

Before World War II, most married women were housewives and stay-at-home moms. This meant that they were dependent on their husbands for money, food, and other resources. The few women who went

to work tended to be of lower class backgrounds and held domestic-type jobs that people considered "appropriate" for women, such as cleaning and clerk work with low pay. Many women lost their jobs during the Great Depression or gave them up to create opportunities for more men to work.

When the United States entered World War II after the bombing of Pearl Harbor, most American men were conscripted¹ to fight in the military. This left no one to work in the factories and shipyards but they were still needed to produce weapons and supplies for the war effort. Companies and the American government started recruiting women to fill the jobs that in the past had been seen as only for men.

The Rosie the Riveter image and idea were used during the war by companies and the American government to encourage housewives to join the workforce. It was considered improper, at the time, for high class women to work so Rosie the Riveter was made to show a feminine woman who only works because her country needs her.

The Story Behind the Name

The term "Rosie the Riveter" was first used in a 1942 song written by Redd Evans and John Jacob Loeb. The song describes Rosie as a worker on an assembly line, working hard even while other women were out at the bar. Rosie earns an award for her hard work and dedication to the American war effort. Rosie the Riveter isn't a real person but the writers of the Rosie the Riveter song were inspired by a real woman — Rosalind P. Walters, a rich woman who worked in a factory building a fighter plane called the F4U Corsair Fighter. This song became a hit and the term "Rosie the Riveter" became known across the United States.

The Story Behind the Image

The iconic² image that most people associate with Rosie the Riveter today is the "We Can Do It" poster created by J. Howard Miller in 1942. In this poster, a woman in a red bandanna is rolling up her sleeve with the slogan "We Can Do It!" above her. However, this poster was not actually very well known during World War II, and it was not used to recruit women to work. The "We Can Do It" poster was produced by Westinghouse Company's War Production Coordinating Committee and put up inside their factories to motivate both male and female employees to work harder. It wasn't until after the war, in the 1980s, that the poster was rediscovered and became associated with the feminist movement.

In 1943, the famous visual artist Norman Rockwell created an image of Rosie the Riveter that was used as the cover of Saturday Evening Post. This image was widely distributed and very popular, and it was used during the war for war bond³ drives. In this image, a woman is holding a rivet gun and a lunch box that says "Rosie" on it. It is believed that Rockwell was inspired by the Rosie the Riveter song when creating this image.

The Impact

Many Americans consider the Rosie the Riveter era as a time when all Americans came together to help the war movement. However, this isn't entirely true. While the war gave many white women the opportunity to work, it wasn't until 1943 that black men started to be hired and not until 1945 that black women started to be trained as welders.⁴ This eventual integration,⁵ however, did have a lasting impact on the civil rights movement as well as the feminist movement. White and black people worked alongside each other doing the same jobs and had to learn to negotiate that sudden integration (in a time when they still did not share the same water fountains, toilets, or public schools).



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Middle School

The Rosie the Riveter era, though not as unified as people make it out to be, provided both white women and black people with the opportunity to prove that they could do the work that white men could do. The economic empowerment of the Rosie the Riveter era and the opening up of jobs to women and black people were temporary — when the war ended, men returned to their jobs, and many women returned to being housewives. However, the impact of the Rosie the Riveter era and idea was lasting in American culture and provided the foundation for later feminist movements.

1. Required by law to serve in the armed forces
2. Iconic (adjective): very popular or famous
3. Loans to the government to help fund war efforts
4. A person who fuses metal together
5. The mixing together of people who used to be separated along the lines of race, gender, or any other label

"Rosie the Riveter" by Barrett Smith. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main idea in the text?
 - A. Rosie's image and what she stood for inspired women to take on jobs formerly reserved for men.
 - B. The image of Rosie was responsible for dividing the nation more than unifying it because black men and black women still faced many restrictions.
 - C. Rosie's powerful image is the sole reason that black and white women felt that it was acceptable to enter the workforce.
 - D. The image and ideas behind Rosie were originally intended to convince women to spend money on war bonds.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The Rosie the Riveter image and idea were used during the war by companies and the American government to encourage housewives to join the workforce." (Paragraph 4)
 - B. "This image was widely distributed and very popular and it was used during the war for war bond drives. In this image, a woman is holding a rivet gun and a lunch box that says 'Rosie' on it." (Paragraph 7)
 - C. "While the war gave many white women the opportunity to work, it wasn't until 1943 that black men started to be hired and not until 1945 that black women started to be trained as welders." (Paragraph 8)
 - D. "The economic empowerment of the Rosie the Riveter era and the opening up of jobs to women and black people were temporary — when the war ended, men returned to their jobs, and many women returned to being housewives." (Paragraph 9)
3. PART A: Which of the following describes how the author introduces Rosie the Riveter in the text?
 - A. The author provides information on the person who inspired Rosie.
 - B. The author outlines the ideas that Rosie stands for.
 - C. The author describes what Rosie physically looks like.
 - D. The author emphasizes the lasting effects Rosie has had on women.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "A riveter is someone who uses a rivet gun to attach metal parts, but not all Rosie the Riveters were actual riveters." (Paragraph 1)
 - B. "She has also come to represent women's economic power and feminism, which is the movement that fights for the equal rights of women." (Paragraph 1)
 - C. "Companies and the American government started recruiting women to fill the jobs that in the past had been seen as only for men." (Paragraph 3)
 - D. "The Rosie the Riveter image and idea were used during the war by companies and the American government to encourage housewives to join the workforce." (Paragraph 4)
5. What connection does the author draw between World War II and the civil rights movement?

Writing

Option 1: Essential vs Non-Essential Jobs

During this challenging time of dealing with COVID-19, many businesses have been closed or limited in their operations. Some of your family may have either lost their job or been forced to work from home. Research what jobs have been classified as essential vs non-essential during this time. Write a 1 page summary of your research and reflection on if you agree with the classification of jobs.

Option 2: Why Sports Matter

Professional sports have been cancelled and the Olympics postponed due to COVID-19. You may have even had sports you play cancelled. Research the All-American Girls Professional Baseball League (there is a movie called "A League of Their Own" you may watch). Write a 1 page summary about your research and why sports matter to our society. How has your life been impacted by the sports stoppage?

Middle School Science Distance Learning
Week 3

Lesson 1

Heredity- the biological process responsible for passing on physical traits from one generation to another.
 Characteristics- A distinguishing quality, trait or feature of an individual, thing, disorder, etc.
 Traits- Characteristics or attributes of an organism that are expressed by genes and/or influenced by the environment. Supplement. **Traits** include physical attributes of an organism such as hair color, leaf shape, size, etc., and behavioral characteristics, such as bird nesting.

Heredity Lesson-

What characteristics/traits do you have that are from your mother or father?
 Complete the following chart to figure it out.

Characteristic/trait	Mother	Father	A mixture of both mother and father
Hair Color			
Hair Texture (straight, curly, thick, thin)			
Eye Color			
Eye shape			
Eye brows			
Nose shape			
Face shape			
Smile			
Freckles			
Ear shape			
Skin color			

Height			
Anything else			

What characteristics/traits do you have in common with your brothers/sisters?
 What characteristics/traits do your parents have that are from their parents?
 If you do not live with your parents, what characteristics/traits would you have if the people you live with would have been your parents? Would you look different? What characteristics/traits do they have that are from their parents?

Lesson 2

Pick an animal that you like(it can be an actual animal or an imaginary animal). If you were to breed this animal to get offspring(babies), what would the offspring look like? What characteristics/traits do the offspring have in common with their parents? What characteristics/traits do the offspring(if they have more than one) have in common with each other? Draw a picture of the animal(to the best of your ability), the male and female. Draw a picture of the offspring that are produced.





SCHOOLHOUSE NEWS

The Purcell Register



Middle School

States and Capitals Quiz Name _____

States and Capitals Quiz

48. Tennessee - _____

49. Washington - _____

50. Mississippi - _____



7th Grade European Country Map

Can you find and label all 24 of the countries in Europe from this word bank?

Albania	Austria	Belgium	Croatia	Czech Republic	England
France	Germany	Hungary	Iceland	Italy	
Northern Ireland	Poland	Portugal	Republic of Ireland		
Romania	Russia	Slovakia	Spain	Sweden	
	Switzerland	Turkey	Ukraine	Wales	

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8th - Patriots and Loyalists

Name: _

In May of 1775, news of the battles at Lexington and Concord reached London. When George III was told of the defeat at Concord, he called his undersecretary a liar and claimed victory. He knew this meant war. One of the King's quotes, "I am not sorry that blows must decide."

In the American colonies, public opinions on a war with the mother country were divided. In some areas, a civil war-like atmosphere ensued in which families were often divided. Those who supported the war against George III and Britain were given the name Patriots.

Patriots came from a wide array of social and economic backgrounds. Lawyers such as John Adams and Alexander Hamilton, planters like Thomas Jefferson and George Mason, merchants, farmers, and ordinary citizens all helped to bolster the rebellion.

Many Patriots were active before the war in the Sons of Liberty or similar groups. The most prominent leaders of the Patriots included wealthy men such as John Hancock, well-educated individuals like Benjamin Franklin, and political activists such as Samuel Adams. Consensus among historians is that around 45 percent of the white colonists supported the Patriots' cause.

Opposing the efforts of the Patriots were Loyalists who supported the British Monarchy. They were commonly referred to as Tories, and the largest numbers of Loyalists were found in the colonies of New York and New Jersey.

Loyalists also made up a substantial portion of the population in North and South Carolina where royal governors there attempted to recruit people to their side. In the South Carolina backcountry where many Scottish immigrants lived, larger numbers of men fought for the British cause than they did for the Patriots.

Loyalists in these areas tended to be older and wealthier, but many chose to side with the king for reasons other than loyalty or fear of losing fortunes if trade markets were threatened. Many active Church of England members remained Loyalists throughout the war's entirety.

By the summer of 1776, Patriots controlled most of the territory in the American colonies, and Royal officials were removed from power. Loyalists in the south were persecuted by local Patriots. Property was confiscated, and outspoken supporters of the king were threatened with public humiliation or physical attack. Some Loyalists around the colonies who actively aided the British were even executed.

At the end of the war, about 20% of the Loyalists fled to areas that remained in the British Empire, especially Canada. The exit of so many royal officials, wealthy merchants, and land owners had a profound impact on many colonies.

However, the vast majority of Loyalists stayed in the colonies and became citizens of the new republic. Historians have estimated that around 20 percent of the 2.5 million whites in the colonies were Loyalists, accounting for around 500,000 people.

Questions: UNDERLINE YOUR ANSWER

1) Patriots were

- American colonists who supported the British Empire during the Revolutionary War
- American families who were divided by the war with Britain
- American colonists who did not care about the war's outcome
- American colonists who supported the rebellion against King George III

2) Which of the following most accurately describes people defined as Patriots

- They were mostly wealthy, well-educated men
- They were mainly planters and slave owners living in the southern colonies
- Nearly all of them were merchants opposed to British taxation
- Patriots came from a wide array of social and economic backgrounds

3) The term Tories was commonly used in reference to

- Colonists who remained loyal to Great Britain during the war
- Colonists who switched sides during the war
- Non-English immigrants in the colonies who attempted to remain neutral
- Colonists who fought against King George III and his army

4) Which part of the country had the most colonists who remained loyal to Great Britain

- Massachusetts and Rhode Island
- New York and New Jersey
- North and South Carolina
- Pennsylvania and Maryland

5) At the conclusion of the Revolutionary War, most Loyalists

- Returned to England
- Fled to other parts of the Americas still under British control
- Were imprisoned and some were even executed
- Stayed in the United States and became citizens of the new republic



SCHOOLHOUSE NEWS

The Purcell Register

Middle School

States and Capitals Quiz Name _____

States and Capitals Quiz

6th and 7th Grade Students

Part 1: Match each state on the left with its capital on the right.

- | | |
|---------------------|----------------|
| 1. _____ Kansas | A. Boise |
| 2. _____ Idaho | B. Helena |
| 3. _____ Arkansas | C. Salem |
| 4. _____ Montana | D. Topeka |
| 5. _____ California | E. Sacramento |
| 6. _____ Wyoming | F. Cheyenne |
| 7. _____ New Mexico | G. Little Rock |
| 8. _____ Oregon | H. Santa Fe |

Part 2: What state am I? Tell what state the clues are describing.

9. Clue 1: I am known as the Empire State.
Clue 2: I am home to the Statue of Liberty.
Clue 3: My capital is Albany.
What state am I? 9. _____
10. Clue 1: There is no state further north than I.
Clue 2: There is no state larger than I.
Clue 3: My capital is Juneau.
What state am I? 10. _____
11. Clue 1: I am home to the Painted Desert.

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States and Capitals Quiz Name _____

States and Capitals Quiz

Clue 2: Visit me if you want to see the Grand Canyon.

Clue 3: My capital is Phoenix.

What state am I? 11. _____

12. Clue 1: Detroit is my largest city.
Clue 2: One of the Great Lakes is named after me.
Clue 3: My capital is Lansing.
What state am I? 12. _____

Part 3: Read each sentence. If the statement is true, write the word **true** on the line. If it is false, change the underlined word to make the statement true.

13. _____ The capital of Connecticut is Hartford.
14. _____ The capital of Minnesota is St. John.
15. _____ The capital of Indiana is Indianapolis.
16. _____ The capital of Illinois is Springfield.
17. _____ The capital of Maine is September.
18. _____ The capital of Georgia is Athens.
19. _____ The capital of Pennsylvania is Smithsburg.
20. _____ The capital of North Dakota is Bismarck.

Part 4: Fill in the blank lines to complete the name of each capital city.

21. Nevada - C _____ City.
22. Oklahoma - O _____ City.

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States and Capitals Quiz Name _____

States and Capitals Quiz

23. Utah - S _____ L _____ City.
24. Missouri - J _____ City.

Part 5: Unscramble the letters to find the name of each capital city.

25. N B T S O O (Massachusetts) _____
26. F O R T K F R A N (Kentucky) _____
27. R V E O D (Delaware) _____
28. R N E E V D (Colorado) _____
29. N R O O D C C (New Hampshire) _____
30. N A U S T I (Texas) _____
31. O M N I A D S (Wisconsin) _____
32. N T O E N T R (New Jersey) _____

Part 6: Choose the correct word to complete each sentence.

33. _____ Pierre is the capital of (North/ South) Dakota.
34. _____ The capital of North Carolina is (Raleigh/ Columbia).
35. _____ Richmond is the capital of (Washington / Virginia).
36. _____ The capital of Ohio is (Cleveland / Columbus).
37. _____ The only state capital to be named after a president is in (Nebraska / Maryland).
37. _____ (Montpelier / Helena) is the capital of Vermont.

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States and Capitals Quiz Name _____

States and Capitals Quiz

38. _____ Annapolis is the capital of (Maryland / New York).
39. _____ The capital of Hawaii is (Maui / Honolulu).

Part 7: Multiple choice. Choose the capital for each given state. Write the letter on the line.

40. _____ The capital of Louisiana is....
a. Juneau b. Baton Rouge c. Lincoln
42. _____ The capital of Iowa is....
a. Little Rock b. Iowa City c. Des Moines
43. _____ The capital of Florida is....
a. Tallahassee b. Miami c. Orlando
44. _____ The capital of Alabama is....
a. Lansing b. Boise c. Montgomery
45. _____ The capital of West Virginia is....
a. Richmond b. Charleston c. Albany

Part 8: Write the capital of each state. Use the words from the word box to help you.

Word Box

Nashville Olympia Jackson
Providence Columbia

46. Rhode Island - _____
47. South Carolina - _____

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