



SCHOOLHOUSE NEWS

The Purcell Register



Middle School

Middle School ELA & Reading Supplement

April 20-24

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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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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?



SCHOOLHOUSE NEWS

The Purcell Register

Middle School

Name: _____

6th Grade

Dividing Fractions

Example: $\frac{4}{7} \div \frac{2}{3} = \frac{4}{7} \times \frac{3}{2}$ Dividing by a number is the same as multiplying by its reciprocal.
 ↑ reciprocals ↑

$$\frac{4}{7} \times \frac{3}{2} = \frac{12}{14} = \frac{6}{7}$$

- a. $\frac{3}{8} \div \frac{4}{5}$ b. $\frac{3}{5} \div \frac{1}{3}$ c. $\frac{4}{9} \div \frac{1}{5}$
 d. $4 \div \frac{6}{7}$ e. $\frac{1}{5} \div \frac{5}{8}$ f. $\frac{3}{5} \div \frac{7}{8}$
 g. $\frac{3}{5} \div \frac{2}{3}$ h. $\frac{8}{9} \div \frac{4}{5}$ i. $\frac{7}{9} \div \frac{1}{2}$
 j. $7 \div \frac{7}{8}$ k. $\frac{3}{7} \div \frac{4}{5}$ l. $\frac{2}{3} \div \frac{8}{9}$

Name: _____

6th Grade

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Name: _____

6th Grade

Fractions of Groups

Find the product of each pair of fractions. Simplify your answers when possible.

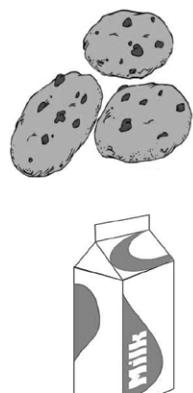
- a. What is $\frac{1}{3}$ of $\frac{1}{4}$? b. What is $\frac{1}{3}$ of $\frac{7}{8}$? c. What is $\frac{3}{4}$ of $\frac{3}{7}$?
 $\frac{1}{3} \times \frac{1}{4} =$ $\frac{1}{3} \times \frac{7}{8} =$ $\frac{3}{4} \times \frac{3}{7} =$

- d. $\frac{1}{2} \times \frac{2}{8} =$ e. $\frac{1}{3} \times \frac{2}{7} =$ f. $\frac{5}{5} \times \frac{1}{5} =$

- g. $\frac{3}{9} \times \frac{3}{4} =$ h. $\frac{1}{4} \times \frac{1}{4} =$ i. $\frac{5}{10} \times \frac{6}{10} =$

- j. $\frac{2}{12} \times \frac{1}{2} =$ k. $\frac{2}{6} \times \frac{1}{2} =$ l. $\frac{1}{4} \times \frac{4}{7} =$

- k. Jacob is baking chocolate chip cookies. The recipe uses $\frac{3}{4}$ cup of sugar. Jacob wants to make one-half of a batch. How many cups of sugar does he need?



- m. In the fridge, Hannah had $\frac{2}{3}$ of a quart of milk. She used half of this milk when she had breakfast cereal. How much milk did she use?

7th Grade Math
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 Name _____ ID: 1
 Proportion Review(3)

Date _____ Period _____
 State if each pair of ratios forms a proportion. Yes or No

1) $\frac{18}{8}$ and $\frac{3}{2}$ 2) $\frac{16}{12}$ and $\frac{4}{3}$

3) $\frac{6}{8}$ and $\frac{3}{4}$ 4) $\frac{4}{6}$ and $\frac{2}{3}$

5) $\frac{3}{4}$ and $\frac{9}{20}$

Solve each proportion. Some answers may contain decimals. Round your answer to the nearest tenth.

6) $\frac{12}{v} = \frac{4}{5}$ 7) $\frac{12}{r} = \frac{9}{12}$

8) $\frac{a}{5} = \frac{12}{2}$ 9) $\frac{p}{2} = \frac{12}{8}$

10) $\frac{x}{9} = \frac{9}{3}$ 11) $\frac{10}{b} = \frac{6}{3}$

12) $\frac{11}{8} = \frac{k}{3}$ 13) $\frac{10}{8} = \frac{9}{m}$

14) $\frac{10}{11} = \frac{b}{4}$ 15) $\frac{6}{11} = \frac{11}{r}$

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The Purcell Register



Middle School

8th Grade

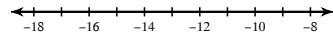
Pre-Algebra

Name _____ ID: 1

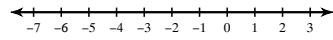
Inequalities WS 1

Solve each inequality and graph its solution.

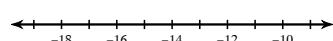
1) $-8 + 4r \geq -68$



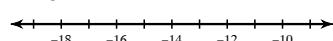
2) $2x + 9 < 1$



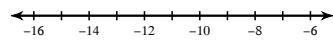
3) $\frac{1+x}{2} > -6$



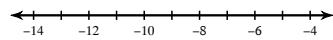
4) $\frac{x-4}{3} \leq -6$



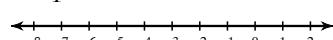
5) $\frac{r-8}{20} > -1$



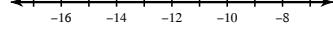
6) $5 + \frac{n}{2} \leq 1$



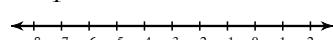
7) $-6x - 9 \leq -15$



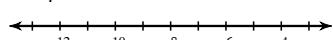
8) $9x - 8 < -107$



9) $\frac{n+3}{1} \geq 0$



10) $\frac{n}{4} + 6 \geq 4$



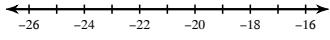
Pre-Algebra

Name _____ ID: 1

Inequalities WS 2

Solve each inequality and graph its solution.

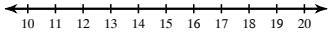
1) $-10v - 1 \geq 179$



2) $\frac{a}{10} + 5 < 6$



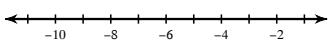
3) $57 < 3 + 3x$



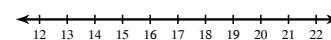
4) $\frac{n+3}{2} \geq 7$



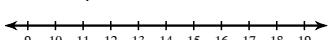
5) $-3 \leq -1 + \frac{x}{4}$



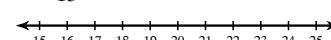
6) $15 > \frac{p}{4} + 10$



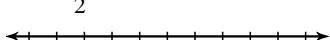
7) $4 < \frac{4+k}{4}$



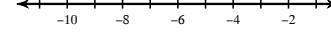
8) $\frac{-5+x}{15} < 1$



9) $18 \geq \frac{k}{2} + 10$

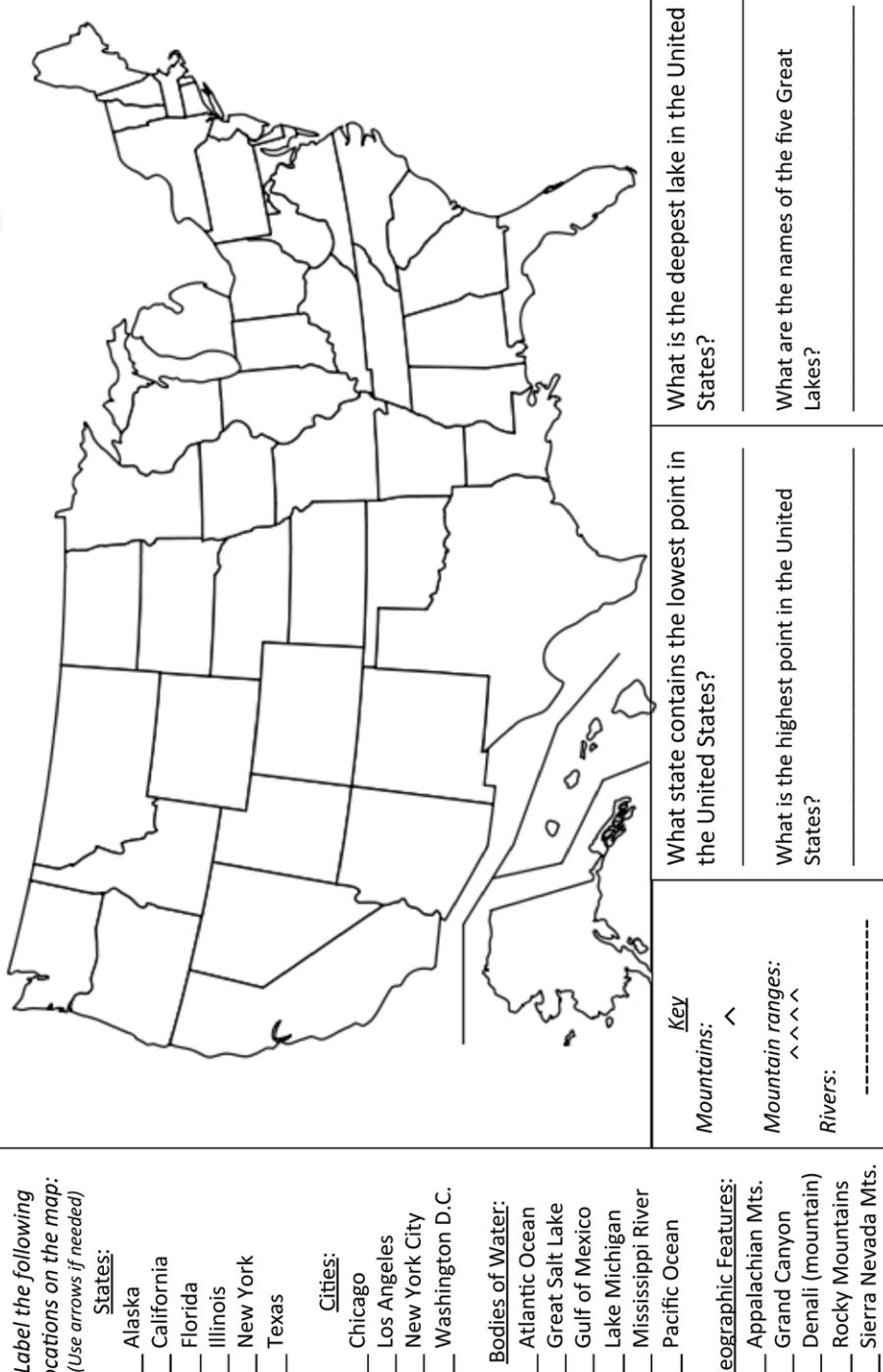


10) $-3 - 5n > 12$



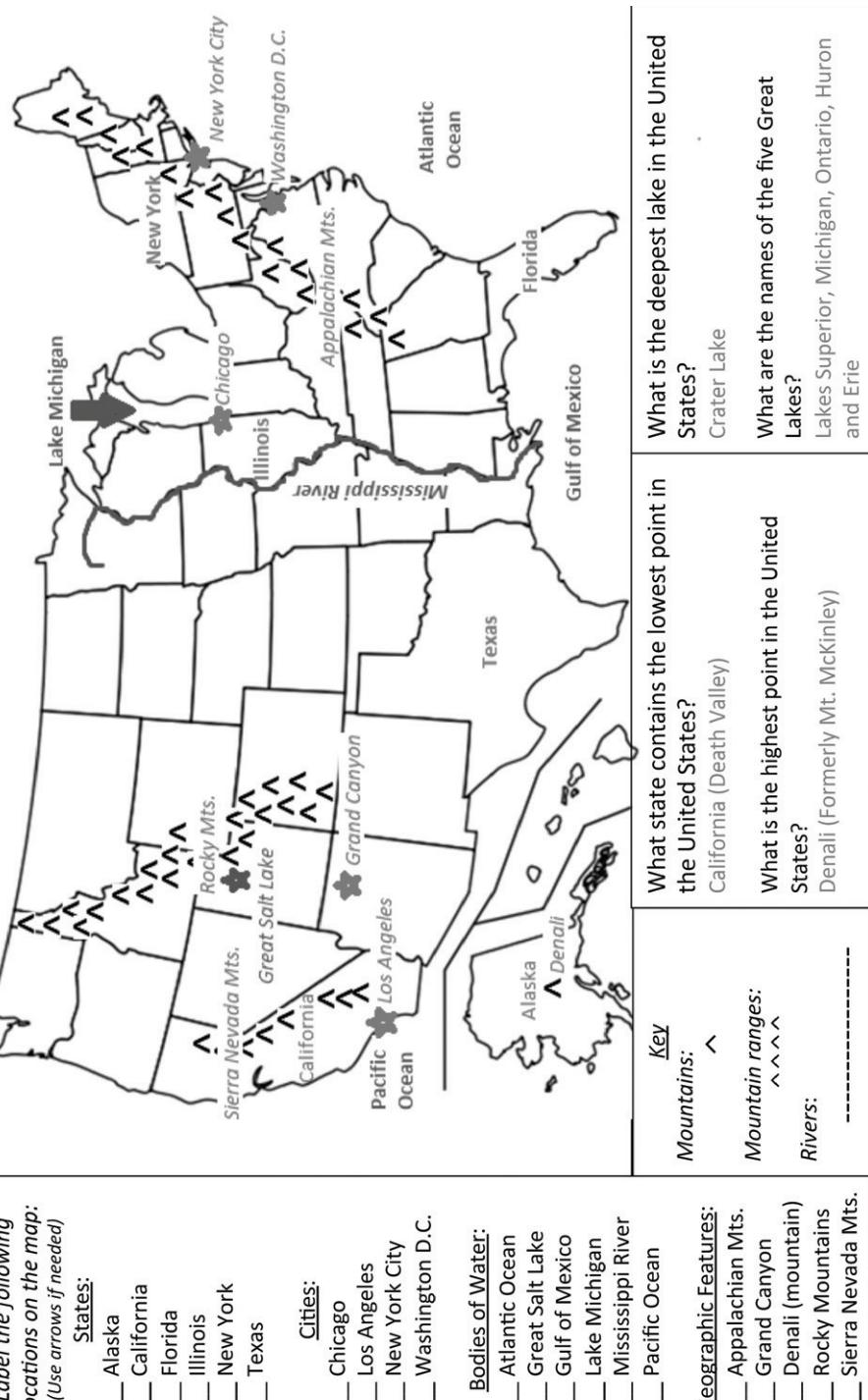
United States Geography

6th Grade



United States Geography

6th Grade





SCHOOLHOUSE NEWS

The Purcell Register

Middle School

Middle School Science Distance Learning

Week 2

Lesson 1

Chemical change- a change in matter in which the substances that make up the matter change into other substances with different chemical and physical properties.
Physical change- a change in the size, shape, form, or state of matter that does not change the matter's identity.

Chemical and Physical Changes Activity-

*Make sure that you have your parents permission before you make a campfire (If you have a fireplace, you could use it). Also, make sure the weather conditions outside are appropriate for having a campfire, like no wind.

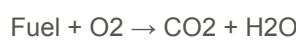
Part One

Campfire-

1. Make observations of the wood before you light the fire.
2. What happens to the wood when it is on fire?
3. What substance do you have when the bonfire is out?
4. How does the ending substance differ from the wood that you started with?
5. What caused the change in the substance?
6. What state of matter is the wood before the bonfire?
7. Has the wood changed states of matter? Why?

8th Graders-

1. Can you label the chemical equation for the chemical reaction that occurred during the campfire?
Word Bank- Products, Carbon Dioxide, Wood, Reactants, Oxygen, Water Vapor



2. What type of chemical reaction occurred? Choose from the following types of Reactions; Combination, Decomposition, Single displacement, Double displacement, Combustion, or Redox
3. Explain why you chose that type of reaction?

Part Two

Roasting a Marshmallow-

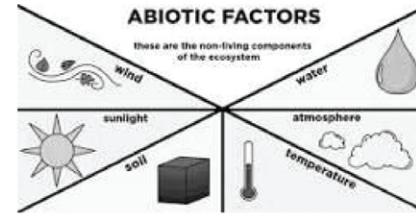
1. Make observations of the marshmallow before you roast it.
2. What happens to the marshmallow when you place it over the campfire?
3. What does the marshmallow look like when you are done roasting it?
4. Does the outside of the marshmallow look the same as the middle of the marshmallow?
5. What state of matter was the marshmallow before you roasted it?
6. Has the marshmallow changed to a different state of matter? Why?
7. What are the physical properties of the marshmallow before it is roasted?
8. What are the physical properties of the marshmallow after it is roasted?

Lesson 2

Ecosystem- All the biotic(living) and abiotic(nonliving) things in a given area
Community- all the populations living in an ecosystem at the same time.

Populations- all of the organisms of the same species that live in the same area at the same time.

Abiotic Factors- any non-living factor that is used or present in an ecosystem. Common abiotic factors include sunlight, oxygen, nitrogen, climate, temperature, pH levels, and water.



Ecosystems Activity-

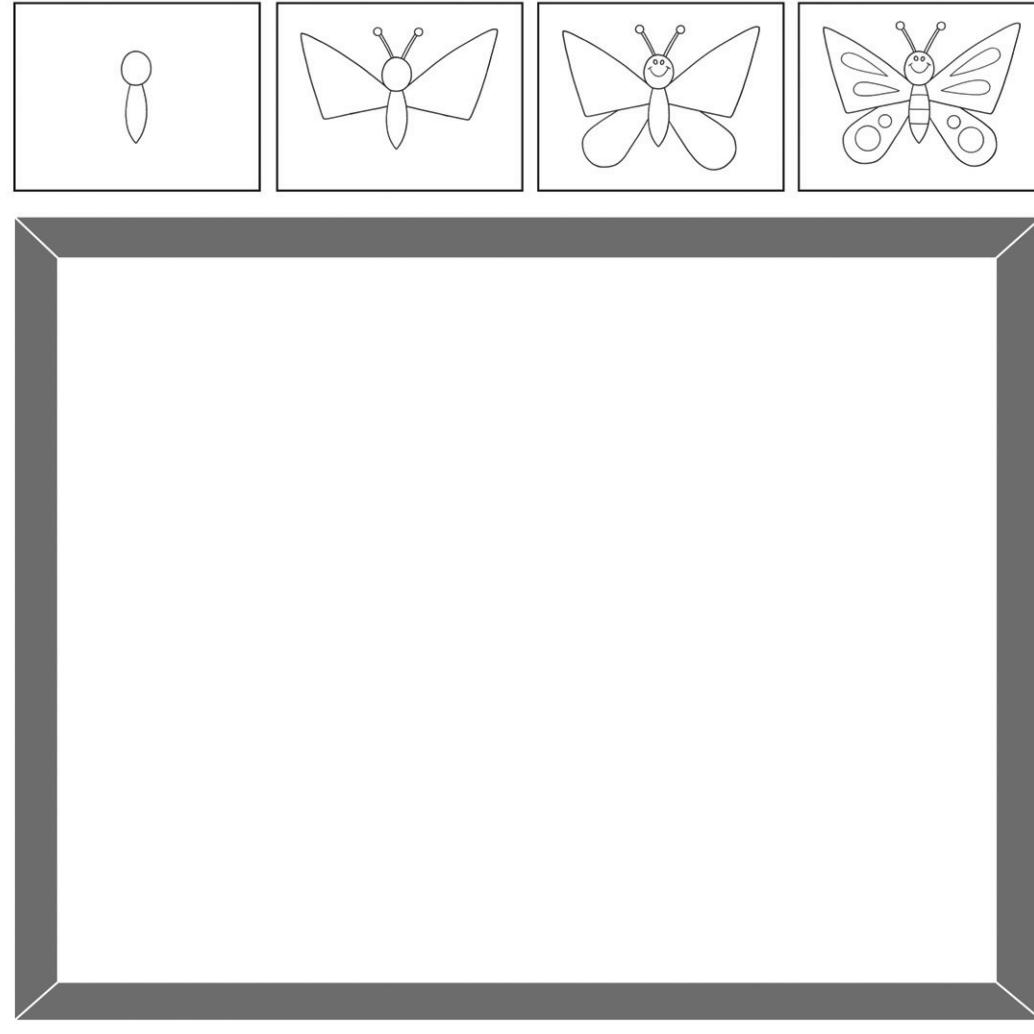
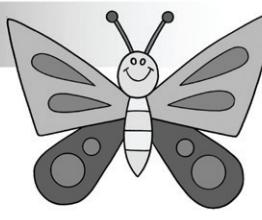
Go outside and find an ecosystem you can observe. The ecosystem can be a marine(water) or terrestrial(land). Some examples of ecosystems you can observe are; your backyard, your front yard, the city park, a pasture, a wooded area, a pond, a lake, or a creek.

1. Sketch and label the ecosystem you observed.
2. List all of the populations in the ecosystem you sketched.
3. List all of the abiotic(nonliving) factors in your ecosystem.
4. List the interactions that are occurring between the populations.
5. List the interactions that are occurring between the organisms of each population.
6. List the reactions that are occurring between the biotic organisms and the abiotic factors in the ecosystem.

LEARN TO DRAW with Young Rembrandts

DRAW A BUTTERFLY

ACTIVITY WORKSHEET FOR AGES 6 to 12



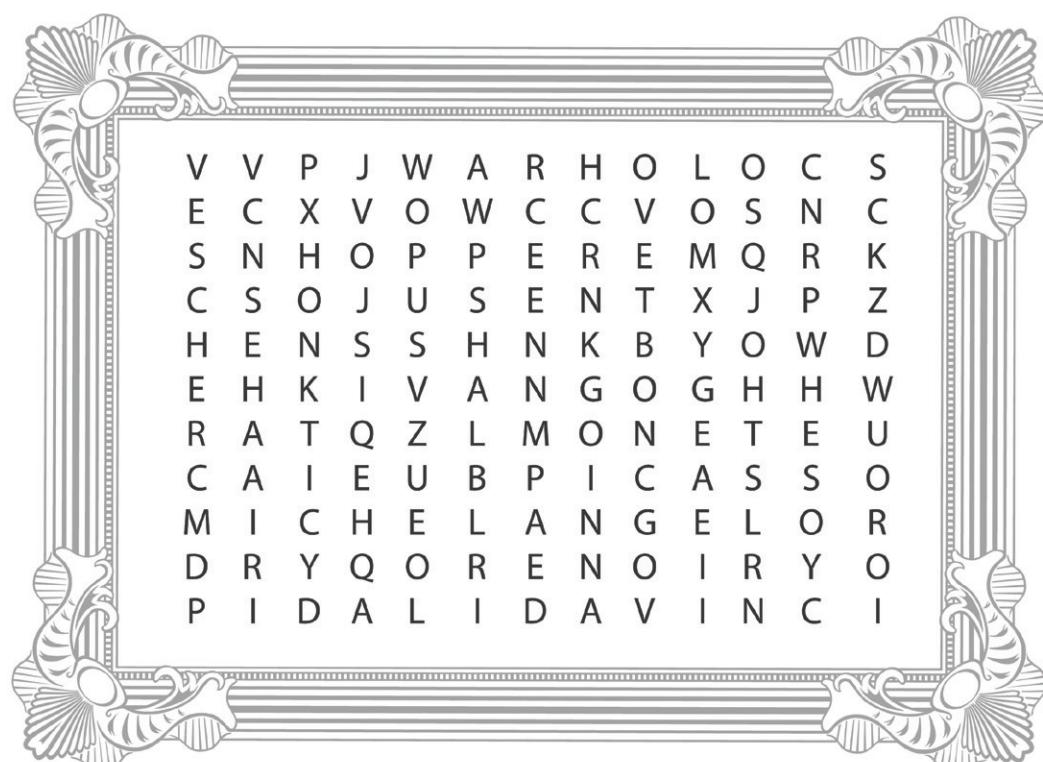
Reading Vocabulary

FAMOUS ARTISTS



VOCABULARY

An artist is someone who uses creativity to show an audience a new way of looking at things. Artists use a variety of tools, including paint, sculptures, and even a pencil. Find the names of some famous artists below. The words are hidden across, diagonal, and down.



Picasso
Monet
Warhol



Hopper
van Gogh
da Vinci



Matisse
Renoir
Dali



Escher
Cezanne
Michelangelo



Who is your favorite artist?



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7TH GRADE SOCIAL STUDIES



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	

The Road to the American Revolution: 8TH GRADE

1. This act was thought to be intolerable by the colonists.
2. The process of dumping cases of British tea into the Boston Harbor in effort to protest Tea Act.
3. A Pamphlet that was published to create an argument against the British monarchy. It used plain language to speak to every person in the colonies.
4. This man was a leader from the beginning... led the militia into Fort Duquesne then led the continental army during the American Revolution.
5. This act was part of the Intolerable Acts and required colonists to house soldiers in their homes if no other quarters existed.
6. This was the first direct tax on the colonists it taxed all paper goods, licenses, and stamps.
7. This act taxed the sugar trade in the colonies.
8. Local dock workers and British soldiers got into a heated argument that ended in the death of 3 colonists. Colonial newspapers coined it this name in an attempt to increase resistance at the British.
9. This event caused Britain substantial debt and created a situation where many British soldiers needed residence in the colonies.
10. In a move to try to prop up the British East India Tea company the British impose this act giving them a monopoly on tea sales in the colonies.

French and Indian War

Intolerable Acts
Boston Massacre
Common Sense
Boston Tea Party
Tea Act
Sugar Act
Stamp Act
Quartering Act of 1765
George Washington

*"From the errors of other nations,
let us learn wisdom."*

Thomas Paine, Common Sense

The American Revolution NAME GAME 8TH GRADE

1. _____ Paul Revere
 2. _____ Thomas Jefferson
 3. _____ King George III
 4. _____ Benedict Arnold
 5. _____ Nathan Hale
 6. _____ James Madison
 7. _____ George Washington
 8. _____ Charles Cornwallis
 9. _____ Betsy Ross
 10. _____ Sons of Liberty
 11. _____ John Hancock
 12. _____ Crispus Attucks
- A. Wrote the Declaration of Independence
B. Secret organization responsible for the Boston Tea Party
C. British general during American Revolution who was defeated by Washington and troops
D. American patriot who warned the colonist at Lexington & Concord "the British are coming!"
E. King of Great Britain during the American Revolution
F. A spy for the Americans. He was captured by the British and hanged for treason
G. Principal author of the Constitution. Became 4th President of U.S.A.
H. President of the Continental Congress and first signer of the Declaration of Independence
I. First man to die at the Boston Massacre
J. Commander-in-Chief of the Continental Army. Became 1st President
K. Began war as a Continental Soldier but switched sides. His name is used to mean "traitor"
L. Made the 1st stars-and-stripes flag for the United States of America

