

BEARCAT DAY

19 & 20

Thursday & Friday, April 16 & 17, 2020

GRADE 7
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 19

LANGUAGE ARTS	Perspective in Literature Now that you have read "Rikki Tikki Tavi," Complete the 2 activities.
MATH	MEAN, MEDIAN, MODE REVIEW Use what you have learned about mean, median, and mode to answer the questions .
SCIENCE	ERQ Complete the Extended Response Question . Please be sure to "RACE" your answer. Should be a minimum of 3 paragraphs. See Rubric for more guidance.
SOCIAL STUDIES	Create Your Own Civilization: Writing Today you will be working on writing for your civilization. Before you begin, review the notes on technology from the first day.
PE/HEALTH	FOCUSING ON FITNESS Exercise for 20-30 minutes. Write your activity on your log from Monday. Remember to Snap a picture of your log on Fridays and email it to brian.glass@anderson.kyschools.us .
LITERACY	THE GIRL WHO LIVED FOREVER Read the article about Anne Frank and answer the questions .

7TH GRADE BEARCAT DAY 20

BEARCAT DAY 20 will be a buffer day. Buffer days are days that are regularly scheduled throughout the school year for kids to reflect on their learning and ask questions. Please encourage your child to use this day to get caught up and seek help from his/her teacher if needed.

BEARCAT DAY 20 REFLECTION	
Something new that I learned this week is....	A question that I would really like to ask my teacher is...

Now that you have read Rikki Tikki Tavi, let's think it from another character's perspective.

- Choose another character from the story. Put his/her name in the middle rectangle (I know it says draw a picture, but you don't have to do that.)
- Analyze your chosen character. Choose **4** of the outer shapes to answer. Be sure to explain your answer and/or use quotes from the text.
- Create something that shows your character's perspective.
 - a. Article
 - b. Diary Entry
 - c. Picture (with caption)
 - d. Scrapbook
 - e. Song
 - f. Poem
 - g. Script
 - h. Advice Column
 - i. Comic Strip
 - j. Monologue
 - k. Social media post (Snap, Instagram, etc.)
 - l. Meme



proof

Grade 7 Day 19 ELA

		PERSONALITY TRAITS		CHARACTER'S ROLE	
MAJOR ACCOMPLISHMENTS					
		Using the book's descriptions, draw a picture of the character.			
PROBLEMS/CHALLENGES		CHARACTER'S WORDS			
		_____ [Character's Name]			
OTHER CHARACTERS' THOUGHTS, WORDS, AND ACTIONS TOWARDS THE CHARACTER		CHARACTER'S THOUGHTS & FEELINGS			

Bearcat Day 19

1. Email address *

2. Find the mean. (Round to the nearest tenth)

1 point

32, 32, 32, 37, 39, 48

3. Find the median. (make sure numbers are in chronological order)

1 point

32, 32, 32, 37, 39, 48

4. Find the mode.

1 point

32, 32, 32, 37, 39, 48

5. Find the range.

Grade 7 Day 19 Math

p 2 of 2
1 point

32, 32, 32, 37, 39, 48

6. Ten students from a class completed a math quiz. Their scores were as follows: 11, 6, 7, 13, 1, 13, 16, 7, 13, 16. What was the class average?

1 point

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Google Forms

This will count as a Test Grade. Please be certain to read the instructions carefully.

We have been learning about organ systems in the human body and how they work together to support the needs and functions of the body and to create a state of homeostasis. **Homeostasis** is a state of balance inside your body, where body systems work together to keep the body functioning normally. How do the organ systems in your body work together to maintain homeostasis?

For this assignment, select 3 organ systems and describe how those systems work dependently and interdependently to maintain homeostasis in the human body. Please be certain to include the main organs and jobs of each organ system. Then describe how each of these organ systems work together to maintain homeostasis in the body. Make sure you “RACE” your answers, use key vocabulary, and use your OWN words (no copy and paste from Google or your friends) Be sure to use the rubric to help guide your response.

	1	2	3	4
3 Organ Systems with main organs identified	Student lists only 1 organ systems and/or does not identify the main organs that make up each system.	Student lists 2 organ systems and identifies some of the main organs that make up each system.	Student lists 3 organ systems and identifies some of the main organs that make up each system.	Student lists 3 organ systems and identifies the main organs that make up each system.
3 Organ Systems job/functions	Student describes the primary job/function of the 1-2 organ organ systems they selected and/or has significant inaccuracies.	Student describes some of the primary job/function of the 1-2 organ systems they selected and/or information has inaccuracies.	Student describes the primary job/function of the 3 organ systems they selected with 80% accuracy	Student accurately describes the primary job/function of the 3 organ systems they selected.
Interdependence of the Organ Systems to maintain homeostasis	Student explains the relationship between 1-2 organ systems they selected and/or has significant misconceptions or missing information.	Student explains the relationship between 1-2 organ systems they selected, and/or has inaccuracies/misconceptions in the relationship.	Student explains the relationship between 2- 3 organ systems they selected, and/or has at least 80% accuracy in how they work together.	Student explains the relationship between the 3 organ systems they selected, and describes how they work together to maintain homeostasis in the body.

Write your response in this space, add additional pages if needed:

Today you will be finishing the last main aspect of your civilization, which is writing. Please review the notes on writing from the first day of this project.

1. Writing deals with how you communicate with others, both inside and outside of your civilization. For today, you will need to write a paragraph that discusses the following questions:
 - a. What language will the people of your civilization speak (it can be English, another language, or a language you make up)?
 - b. How will you overcome barriers of communication when trying to communicate with others who don't speak your same language?
 - c. How will barriers of communication affect things like trade and travel for people in your civilization?
 - d. ONLY DO THIS PART IF YOU HAVE CREATED YOUR OWN LANGUAGE: Come up with an alphabet for your language. What letters or symbols will you use (example, the letter 'A' is represented by drawing an apple)?
 - e. Please make sure your paragraph has complete sentences, good grammar, and proper punctuation.

She was murdered during a time of evil and hatred. But her diary survived. This is the story of how Anne Frank became one of the most important writers in history.

APRIL 2019 ([HTTPS://ACTION.SCHOLASTIC.COM/ISSUES/2018-19/040119.HTML](https://action.scholastic.com/issues/2018-19/040119.html))

By Kristin Lewis



Anne Frank Fonds - Basel via Getty Images

Before You Read: Check out our Background Builder slideshow



Preview this article's **VOCABULARY**

Launch Slideshow

It was early morning. Thirteen-year-old Anne Frank was hurrying down the street with her parents and sister. The day was warm, but Anne was wearing two vests, three pairs of pants, a dress, a jacket, a skirt, and more.

Sweat rolled down Anne's face. She felt foolish wearing so many clothes—but this was a life-or-death moment. Anne knew it.

It was July 6, 1942, in Amsterdam, a city in the Netherlands. Because they were **Jewish**, the Franks were in danger. They had made the daring decision to go into hiding—to disappear without a trace.

Anne and her family had to pretend that they were simply out for a stroll. They had to wear all their clothing because carrying suitcases would make people **suspicious**.

If anyone discovered what they were doing, they could be arrested and killed.



PAUSE AND THINK: What was Anne's family doing that morning? Why?

A Terrifying Leader

Anne Frank wasn't so different from you and your friends. She decorated her room with posters of movie stars. She worried about boys and struggled with math. But this ordinary girl lived during one of the most evil periods in history.

A German leader named Adolf Hitler and his Nazi Party were spreading fear across Europe.

Hitler's rise to power started before Anne was even born. After Germany lost World War I in 1918, jobs were hard to find. Anger swept the country. Hitler blamed Jewish people for Germany's problems. He believed that they did not deserve to live.

The Franks had lived peacefully in Germany for generations. But with Hitler in power, life had become dangerous. When Anne was 4, her father, Otto, moved the family to Amsterdam. For six years, the family was happy and safe there.

Otto had a successful business. Anne and her sister, Margot, made many friends. And Hitler and his Nazis seemed like faraway monsters.



PAUSE AND THINK: Who was Hitler? Where did he rise to power?

Invasion!

Then, in May 1940, Nazi forces invaded the Netherlands. They began passing laws to remove Jewish people from daily life. Anne and Margot were kicked out of their school. They couldn't ride buses, see movies, or be outside after 8 p.m.

Soon Jewish people started to vanish. There were rumors about concentration camps—horrible places where the Nazis were murdering Jews. But Anne's family couldn't leave Amsterdam. By 1942, Jewish people were not allowed to travel.

The Franks were trapped. So Anne's father came up with an idea: The family would hide.

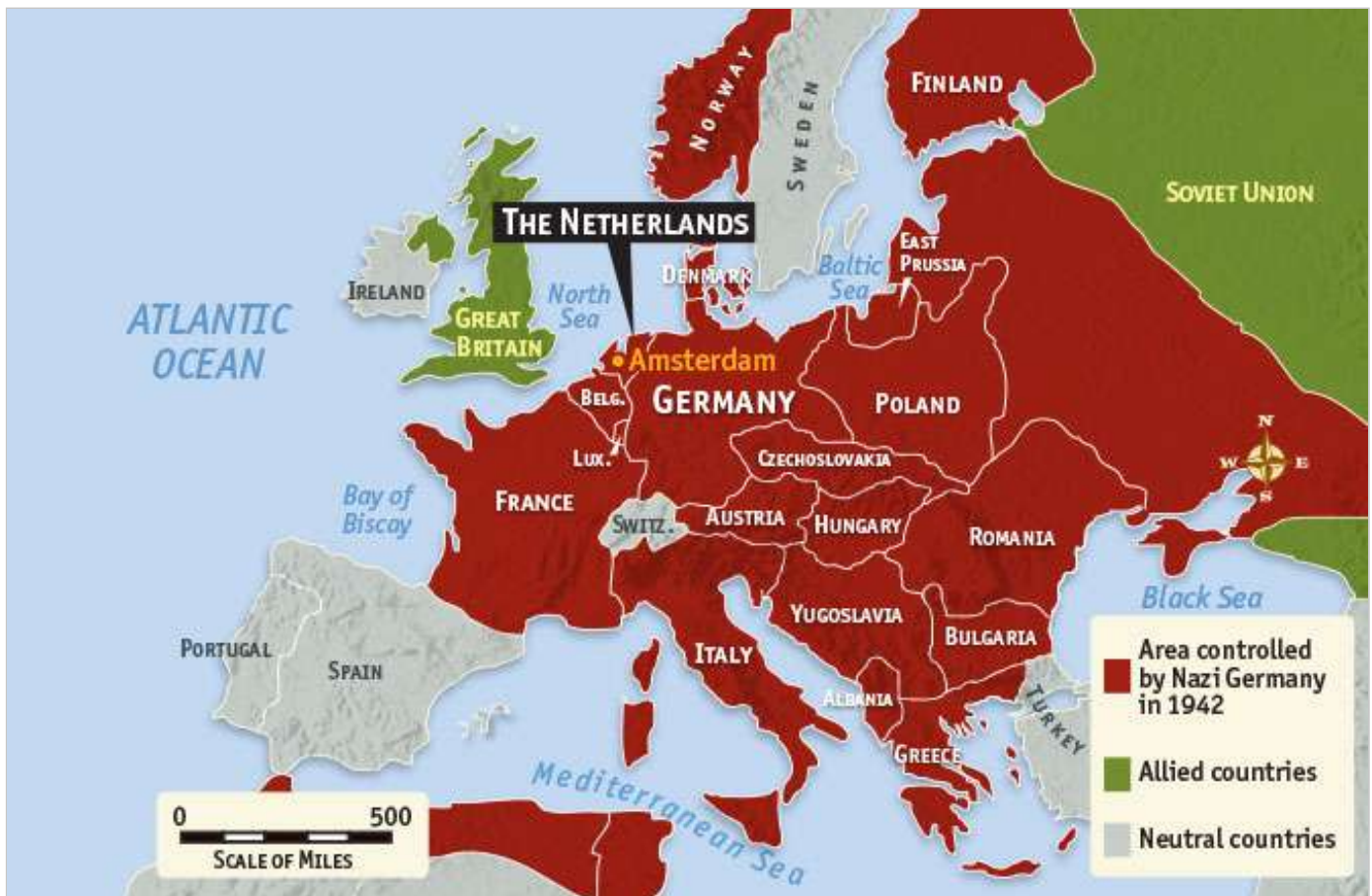
Behind Otto's business was a smaller building—an annex. It could be reached only from inside the main building. It seemed like the perfect hiding place. Four of Otto's workers agreed to

help them by sneaking them supplies.

And that's where the Franks were headed that hot morning in July 1942.



PAUSE AND THINK: Why did Anne's family decide to go into hiding?



Jim McMahon/Mapman ® (Map)

A World at War

Anne's story takes place during World War II. This map shows Europe in 1942, in the middle of the war. By then, the Nazis controlled most of Europe. Can you find Amsterdam, where Anne and her family went into hiding?

Living in Fear

After the Franks arrived at the annex, they were joined by another family and a dentist named Fritz Pfeffer. In total, eight people hid in the annex. It was barely big enough for four.

Living in such a small space was difficult. Anne's only comfort was her diary. In it, she could write down her feelings. "I'm longing—so longing—for everything," Anne wrote. "To talk, for freedom, for friends, to be alone."

Meanwhile, Otto's business kept running. Aside from the four helpers, no one knew that people were hiding a few feet away. Anne and the others in the annex spoke in whispers. The smallest noise could give them away.

Occasionally the helpers came with supplies—and news. World War II was raging across Europe. People were starving. And many Jewish people had been taken away by the Nazis.



PAUSE AND THINK: Why was Anne's diary so important to her?



Central Press/Getty Images (Adolf Hitler); Granger, NYC/The Granger Collection (All other Images)

Rise of Hitler (left)

Adolf Hitler and his Nazi Party rose to power in Germany in 1933. He blamed Jewish people for the country's problems. Many Germans were already

prejudiced against Jews because they had different beliefs.

The Secret Annex (*right*)

This is the attic in the annex, where food and supplies were stored. Anne liked to come here to write and look out the window. In the small photo, Anne's family is pictured from left to right: Margot, Otto, Anne, and her mother, Edith. They lived in the tiny annex with four other people.

Dragged Out

Anne would live in the secret annex for two long years. During that time, she recorded everything that happened in her diary. She described dinners made from rotting potatoes. She wrote about trying to find enough privacy to take a bath.

In beautiful cursive, Anne wrote that she wanted to live forever. She wanted her life to have meaning. She vowed to become a famous writer. "I can shake off everything if I write," Anne wrote in April 1944. "My sorrows disappear, my courage is reborn."

Then came **catastrophe**.

In August 1944, Dutch police and a Nazi officer forced their way into the annex. They dragged everyone away at gunpoint.

When the officers were gone, two of the helpers—Miep and Bep—crept into the annex. The officers had stolen anything they thought held value. But they had left something special behind: Anne's diary.



PAUSE AND THINK: What were Anne's dreams for her future?



Alexander Vorontsov/Galerie Bilderwelt/Getty Images

Death Camp

During the Holocaust, the Nazis murdered about 6 million Jews. This image was taken at Auschwitz, in Poland. It was one of the many concentration camps where Jewish people were forced to live in horrible conditions before being killed.

A Special Gift

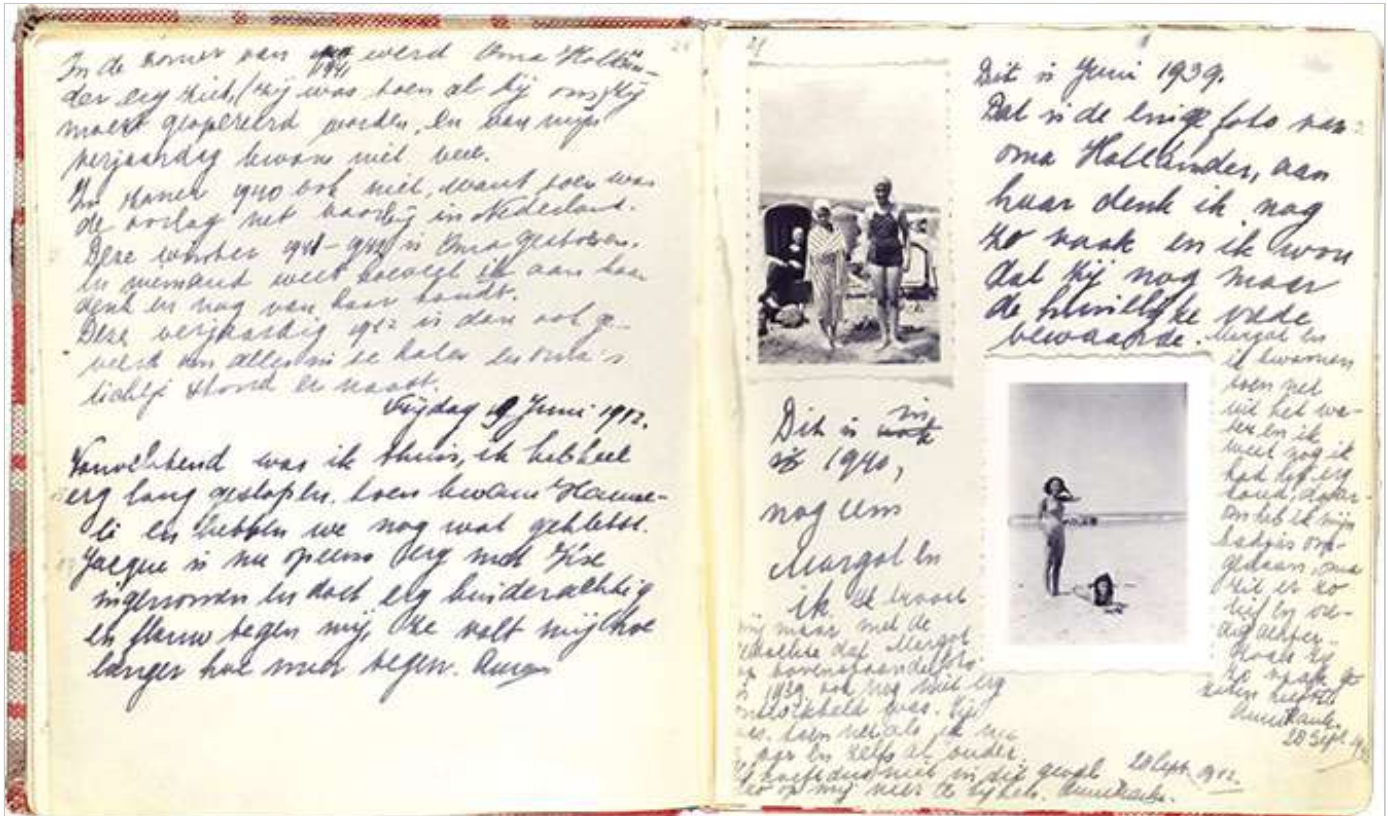
About nine months later, in May 1945, the fighting in Europe ended. The Nazis were defeated. By then, they had murdered 6 million Jews. This **genocide** is known as the Holocaust.

Otto Frank was rescued from a concentration camp. But when he returned to Amsterdam, he got terrible news. His wife and daughters hadn't survived. Otto went into his office and shut the door. Then Miep knocked softly. She had something to give him: Anne's diary. Now Otto could share Anne's words with the world.

The Diary of a Young Girl was first published in 1947. It gave a voice to those who died in the Holocaust. Now it is one of the most-read books in the world. In this way, Anne's wish came true. Through her diary, Anne Frank lives forever.



PAUSE AND THINK: What was the Holocaust?



Anne Frank Fonds - Basel via Getty Images

This is Anne's diary. She named her diary Kitty and wrote each entry as a letter.

Background Builder

Name: _____ Date: _____

Pause and Think

Read "The Girl Who Lived Forever" in the April 2019 issue of *Action*. Write your answers to the questions in the Pause and Think boxes on the lines below. This will help you check your understanding of what you've read.

1. What was Anne's family doing that morning? Why?

2. Who was Hitler? Where did he rise to power?

3. Why did Anne's family decide to go into hiding?

4. Why was Anne's diary so important to her?

5. What were Anne's dreams for her future?

6. What was the Holocaust?

Name: _____ Date: _____

Read Between the Lines

Directions: An inference is something that isn't stated directly but that you can figure out from clues in a piece of writing. Practice making inferences as you reread the four parts from "The Girl Who Lived Forever" below and then answer the questions that follow.

Part 1: When Anne was 4, her father, Otto, moved the family to Amsterdam. For six years, the family was happy and safe there.

Otto had a successful business. Anne and her sister, Margot, made many friends. And Hitler and his Nazis seemed like faraway monsters.

Part 2: She vowed to become a famous writer. "I can shake off everything if I write," Anne wrote in April 1944. "My sorrows disappear, my courage is reborn."

Part 3: Otto Frank was rescued from a concentration camp. But when he returned to Amsterdam, he got terrible news. His wife and daughters hadn't survived. Otto went into his office and shut the door.

Part 4: *The Diary of a Young Girl* was first published in 1947. Now it is one of the most-read books in the world. In this way, Anne's wish came true. Through her diary, Anne Frank lives forever.

1. Based on the first part, do you think Anne expected the Nazis to invade the Netherlands?

2. Based on the second part, how do you think writing made Anne feel?

3. Read the third part. What can you infer about why Otto went into his office and closed the door?

4. Read the fourth part. What do you think the author means when she says that Anne "lives forever"?
