

Digital Learning Day: Instructions

Digital Learning Days are completed in place of attendance, and can be used to counteract the loss of attendance on snow days. Completion of the entire packet is the only qualifier of attendance that day. Therefore, failure to complete the packet will result in an unexcused absence.

This packet contains work for the following subjects in order:

- 1. History**
- 2. Physical Education**
- 3. Science**
- 4. Music**
- 5. Art**
- 6. Mathematics**

This packet contains a large amount of reading. These conditions satisfy the English Language Arts component of the Digital Learning Day, and therefore work for ELA is not included in the list.

January Digital Learning Day: History

This is a printed copy of the work expected to be completed in History for King's Consolidated Digital Learning Day. The instructions for completing this is as follows:

- Read the article, and complete the questions that follow. The questions are text dependent, and therefore will likely involve rereading the information to find the answers.
- Expected completion time: 30 minutes.
- If, for any reason, the printout is lost or damaged beyond use, digital copies can be accessed and printed at kings144.org/digital-learning-day

If you have any questions, please contact me at ssteiner@kings144.org. I am available to contact on Digital learning days from 8:00 am - 1:00 pm.

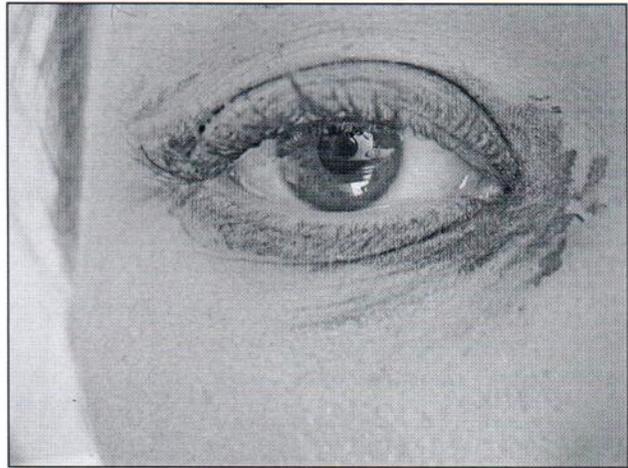
Name: _____ Class: _____

The Blue-Eyed, Brown-Eyed Exercise

By CommonLit Staff
2014

After the assassination of Martin Luther King, Jr. in April of 1968, a third-grade teacher named Jane Elliott decided to try a social experiment to help her students understand prejudice. As you read, take notes on how the teacher performed the experiment, and what its results meant for her students.

- [1] On April 4, 1968, Martin Luther King, Jr., was assassinated. On April 5, Steven Armstrong was the first child to arrive in Jane Elliott's third-grade classroom in Riceville, Iowa. He immediately asked why "that King" (referring to Martin Luther King, Jr.) was murdered. After the rest of the class arrived, Elliott asked what they knew about black people. She then asked the children if they would like to try an exercise to feel what it would be like to be treated the way a person of color is treated in America. Jane Elliott decided to make the exercise based on eye color instead of skin color to see what segregation would be like. The children agreed to try the exercise.



"Brown Blue Eye" by Brittney Bush Bollay is licensed under CC BY-NC-ND 2.0.

On that first day of the exercise, she designated the blue-eyed children as the superior group. Elliott provided brown fabric collars and asked the blue-eyed students to wrap them around the necks of their brown-eyed peers as a method to easily identify the minority group. She gave the blue-eyed children extra privileges, such as second helpings at lunch, access to the new jungle gym, and five extra minutes at recess. The blue-eyed children sat in the front of the classroom, and the brown-eyed children were sent to sit in the back rows. The blue-eyed children were encouraged to play only with other blue-eyed children and to ignore those with brown eyes. Elliott would not allow brown-eyed and blue-eyed children to drink from the same water fountain, and often chastised the brown-eyed students when they did not follow the exercise's rules or made mistakes. She often exemplified the differences between the two groups by singling out students and would use negative aspects of brown-eyed children to emphasize a point.

At first, there was resistance among the students in the minority group to the idea that blue-eyed children were better than brown-eyed children. To counter this, Elliott lied to the children by stating that the melanin, responsible for making children blue-eyed, was also linked to their higher intelligence and learning ability. Shortly thereafter, this initial resistance fell away. Those who were deemed "superior" became arrogant, bossy and otherwise unpleasant to their "inferior" classmates. Their grades also improved, doing mathematical and reading tasks that seemed outside their ability before. The "inferior" classmates also transformed – into timid and subservient children who even during recess isolated themselves, including those who had previously been dominant in the class. These children's academic performance suffered, even with tasks that had been simple before.

The next Monday, Elliott reversed the exercise, making the brown-eyed children superior. While the brown-eyed children did taunt the blue-eyed in ways similar to what had occurred the previous day, Elliott reports it was much less intense. At 2:30 on that Wednesday, Elliott told the blue-eyed children to take off their collars. To reflect on the experience, she asked the children to write down what they had learned.

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Text-Dependent Questions

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

1. PART A: In paragraph 3, what does the word “subservient” mean? [RI.4]
 - A. More important; high-class
 - B. Overriding; loud
 - C. Equal to; balanced
 - D. Less important; subordinate

2. PART B: Which TWO details from the text best support the answer to Part A? [RI.1]
 - A. “...they did not follow the exercise's rules or made mistakes.” (Paragraph 2)
 - B. “...arrogant, bossy and otherwise unpleasant...” (Paragraph 3)
 - C. “...linked to their higher intelligence and learning ability.” (Paragraph 3)
 - D. “...during recess isolated themselves...” (Paragraph 3)
 - E. “...previously been dominant in the class...” (Paragraph 3)
 - F. “...it was much less intense.” (Paragraph 4)

3. Which of the following best explains why the “superior” group of students performed better academically than the “inferior” group? [RI.3]
 - A. Melanin, which determines eye color, also determines intelligence and learning ability.
 - B. The “superior” group was praised and told they were more gifted, which increased their self-confidence.
 - C. The teacher, Jane Elliot, inflated the “superior” students’ grades as part of her experiment.
 - D. The “superior” students were given easier tasks to complete than the “inferior” students.

4. How do the results of the experiment contribute to Jane Elliott’s lesson to her students? [RI.3]
 - A. After being treated like a member of the “inferior” group, students were less inclined to treat their peers that way.
 - B. Students preferred being part of the “superior” group over the “inferior” group.
 - C. After being part of both the “superior” and “inferior” groups, students were able to better reflect on how prejudice negatively impacts individuals.
 - D. After becoming aware of their differences, students became more likely to self-segregate into their own groups.

5. What elements of Jane Elliott's exercise paralleled the experiences of African Americans during the Civil Rights Movement? [RI.2]

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. What are your reactions to this experiment?
2. Do you believe this experiment was ethical? Why or why not?
3. Why is it significant that this experiment was conducted with third-grade children? Explain your answer.
4. Do you believe the experiment would have turned out the same way if it had been performed with adults?
5. How does prejudice emerge? Use evidence from this text, your own experience, and other art or literature to answer this question.
6. What are the effects of prejudice? Use evidence from this text, your own experience, and other art or literature to answer this question.

PE - Digital Learning Day 1/20/20

The purpose of this task is to get your heart rate up like you would in PE class.

You will need 2 soup cans (or something similar) to complete the task.

1. Play a song that you like.
2. 10 Jumping Jacks
3. 5 Push-ups (try for 10)
4. 10 Curl ups
5. 10 Bicep curls with soup cans (hold cans in front of you and pull them up to your shoulders)
6. 10 mountain climbers
7. 10 Shoulder press with soup can (Hold cans and push up them up)
8. 10 seconds - run in place
9. Rest 30 seconds and repeat until song is complete (3-4 times).

Walk around the house for 3-5 minutes (do not sit down)

Pick another song and do it again!

Name: _____ Grade: _____

Parent Signature: _____

What Is Heat?

by ReadWorks

Read article and
answer questions



Imagine an eleven-year-old boy named Paul. Now imagine Paul inside a wood cabin. He is shivering. It is cold outside, and inside the cabin it isn't much warmer. Paul can hear the rain beating down on the roof. Every few minutes there would be a loud boom, and thunder would shake the cabin walls. Paul is happy to be inside the cabin, safe and dry with his family. "Let's make this cabin warmer," says his father. "Paul, help me build a fire." Paul fetches the firewood and then watches as his father carefully stacks the logs in the shape of a pyramid. Paul's father puts several small sticks of kindling in the bottom of the pyramid. The kindling would catch on fire much more quickly than the big logs. Paul's father lights a match, and soon the logs crackle and burn in the fireplace, shooting off small sparks. The fire gives off some light, but it also gives off heat. Within 30 minutes the inside of the cabin is warm and toasty. Thanks to the radiation of heat from the fire, Paul isn't shivering any more.

Though all that Paul's father did was light a match to start the fire, there was a complex set of interactions that had to occur for the fire to ignite and grow. There are three components needed for a fire to successfully burn: fuel, oxygen and a heat source. The matches were the heat source and the logs were the fuel. The oxygen supply came from the air around the fireplace. That's why Paul's father had to pile up the logs as a pyramid, with space in between them. If the logs had been too close together, there wouldn't have been enough oxygen for the fire and it could have fizzled out. A wood fire can grow very quickly. That's why it's so important to be careful when lighting fires and to never leave them unsupervised. A wood fire, like the one in Paul's fireplace, can reach temperatures over 1,000 degrees Fahrenheit. The hottest part of the fire is often the red glowing embers that are left in the fireplace once the wood has burned through. These embers can be as hot as 1,200-1,500 degrees Fahrenheit. Though fire is a common heat source, heat can come from many different sources. Heat can also be transferred from one object to another in a variety of ways.

Scientists use the term "heat" to refer to the energy transferred when two objects or systems are at different temperatures. Heat naturally moves from warmer areas to cooler areas. Think of what happens if you leave a bowl of ice cream out in hot weather. At first, the ice cream is much cooler than the air around it. But if you go back in an hour, the ice cream has melted, and it is roughly the same temperature as the surrounding air. The heat from the air has moved to the ice cream. In this example, the air is the heat source, the place where the higher temperature is found. The ice cream is the heat sink, or the place to which the heat moves. Whenever there is a temperature difference in a system or a group of objects, the heat will naturally move from the heat source to the heat sink.

How does heat transfer from one object to another?

Heat transfers in three different ways: conduction, convection, and radiation. Conduction is the transfer of heat between two surfaces that are directly in contact with one another. When you burn yourself on a hot pan while making scrambled eggs, that's an example of conduction. The heat is transferring from a very hot surface (the frying pan) to a cooler surface (your hand). Heat transfers through some materials better than others. Metals are especially good thermal conductors; that's why pots and pans are made out of metal. Materials that are very slow to transfer heat are called thermal insulators. Some examples of materials that are thermal insulators include rubber and cork. Typically materials that are good thermal conductors - like gold, silver and copper - are also good conductors of electricity.

The second way that heat can transfer is through convection. Convection is the transfer of heat through the movement of large amounts of a liquid or gas. An example of this is the storm outside Paul's cabin. Thunder and lightning are caused when a large mass of hot air meets a large mass of cool air. Warm air tends to rise, and cool air tends to fall. The movement of these air masses and the transfer of energy that occurs are called convection.

The third way heat transfer can occur is through a process called radiation. Radiation is when there is no material transferring the heat. Instead, the energy is carried by electromagnetic waves. Electromagnetic waves come in a wide variety of types: they can be infrared, visible light, UV, or radio waves. The hotter that the object is, the more infrared radiation (and heat) it gives off. The fire that Paul is looking at is radiating heat into the rest of the cabin.

Another example of heat radiation is the sun. At the sun's core the temperature is at least 10 million Kelvin, and on the surface of the sun, the temperature is about 6,000 Kelvin. Kelvin is a form of measurement of heat that scientists use, instead of measuring degrees in Fahrenheit or Celsius. What does 10 million Kelvin actually feel like? It's about 30,000 times as hot as boiling water. All of that heat travels from the sun to the earth on electromagnetic waves. To reach the earth's surface, the waves must travel through 93 million miles of our solar system. When the radiation arrives from the sun to the earth, it causes the ground to heat up. An object that is especially good at radiating heat is called a blackbody. The sun is a perfect example of a blackbody.

The earth is also a blackbody - it doesn't just absorb heat from the sun's electromagnetic waves; the earth also radiates heat out into space. Some of the heat that the earth radiates is the same energy from the sun. Around 30% of the electromagnetic waves that arrive from the sun are bounced back into outer space by the earth. The rest of the electromagnetic energy is either absorbed by the earth's atmosphere or heats the surface and oceans of the earth.

Name: _____ Date: _____

1. What do Paul and his father build in the cabin?

- A. a radio
- B. a clock
- C. an engine
- D. a fire

2. What does this text explain?

- A. This text explains what a wood cabin is and how to build one.
- B. This text explains what heat is and how it moves from one object to another.
- C. This text explains what UV radiation is and why it can be harmful to people.
- D. This text explains what oxygen is and how the human body uses it to survive.

3. Heat moves from warmer areas to cooler areas.

What evidence from the text supports this statement?

- A. Heat moves from the hot fire Paul and his father build to the cold air of the cabin.
- B. A wood fire can reach temperatures of more than 1,000 degrees Fahrenheit.
- C. After Paul fetches firewood, his father carefully stacks it in the shape of a pyramid.
- D. Ten million Kelvin is a temperature about 30,000 times as hot as boiling water.

4. What is an example of a heat source?

- A. rubber
- B. oxygen
- C. thunder
- D. the sun

5. What is this text mainly about?

- A. a wood cabin
- B. convection
- C. heat
- D. the relationship between a boy and his father

6. Read this sentence from the text.

Heat can also be **transferred** from one object to another in a variety of ways.

What does the word "**transferred**" mean?

- A. broken
- B. trapped
- C. moved
- D. planned

7. Choose the answer that best completes the sentence below.

Heat is transferred in three different ways, _____ conduction, convection, and radiation.

- A. instead
- B. namely
- C. in conclusion
- D. meanwhile

8. What is radiation?

9. What are two examples of radiation mentioned in the text?

10. Using information from the text, explain how a fire makes someone warmer.

Digital Learning Days - January 20, 2020

Middle School Music

Read the article on the Renaissance and complete the worksheet on the other side of the page. All answers should be able to be found in the reading. If you have any questions regarding this, I will be available by email from 8:00 AM to 1:00 PM. My email is mhynek@kings144.org.

The Renaissance (1400–1600 C.E.)

ABOUT THE RENAISSANCE . . .

The Renaissance brought an explosion of new ideas and advancements in art, architecture, science, and philosophy. The period was called the “Renaissance” (the French word for rebirth) because artistic ideals from ancient Greece were rediscovered. The flowering of knowledge and learning was made possible by the wealth of a growing middle class of merchants in European cities who had extra money to spend on art, luxury items, and education. The Catholic Church had offered relief during the misery of the Middle Ages (400–1400), but during the Renaissance, people did not focus so much on going to heaven after death because they had hope for a good life on earth.

Artists during the Renaissance stressed proportion and perfect beauty in their sculpture and painting. Michelangelo Buonarroti (1475–1564) of Italy was one such artist. His architecture also copied the simple beauty of Greek temples, such as in St. Peter’s Basilica in Rome, Italy.

The ideal Renaissance man had many talents and vast knowledge. Leonardo da Vinci (1452–1519) of Italy, for example, was an artist, musician, scientist, and intellectual. He invented many machines, some of which could never be made during his lifetime due to their advanced designs.

RENAISSANCE MUSIC

Music was a large part of everyday and religious life during the Renaissance. Music notation became more standardized and more like the music notation we use today. The invention of the printing press meant that music could be mass-produced and distributed throughout Europe, so music reached more people.

The madrigal was a secular poetic and musical form that emerged during the 14th century. For most of the Renaissance, it was an extremely popular musical form throughout Europe. Madrigals were songs for one or more voices sometimes accompanied by the lute, a stringed instrument used in the Renaissance. Generally the words of the madrigal were poems about life, beauty, or emotions. While vocal music continued to be most important during the Renaissance, music written especially for instruments became increasingly popular. Important Renaissance composers include Clement Janequin, Tielman Susato, Giovanni Pierluigi da Palestrina, William Byrd, Giovanni Gabrieli, and Claudio Monteverdi.

RENAISSANCE MUSICAL STYLE

Renaissance music became increasingly polyphonic, with multiple melodies played simultaneously. As the madrigal form developed, harmonies became bolder and chromaticism, or the use of notes outside of the prevailing key, occurred frequently.



Italian composer Giovanni Gabrieli is shown holding a lute in this portrait by Annibale Carracci (c.1600).



The dome of the Basilica di Santa Maria del Fiore (also called Florence Cathedral), was engineered by Filippo Brunelleschi in the 15th century, and it marked a break from the Medieval Gothic style represented by the rest of the cathedral.

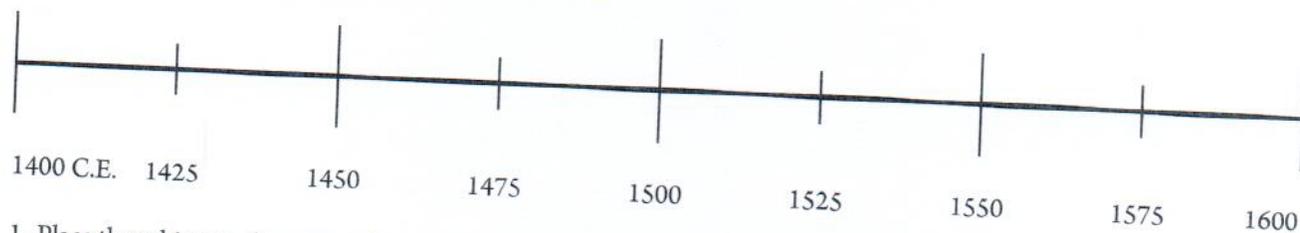
Dynamics, phrasing, tempo, and preferred instrument choice were not commonly indicated in the music. The music director had to decide which instruments would be used for a piece, which usually depended upon what instruments were in the court’s instrument collection.

INSTRUMENT UPDATE

The most popular instrument during the Renaissance was the lute—a wooden, plucked-string instrument, roughly similar to the modern guitar. Lutes were constructed in a wide variety of sizes. Another common stringed instrument was the viol, which also came in various sizes. Viols were usually played by resting them on a knee or by holding them between the legs. They were played with a bow like the stringed instruments of today’s orchestra. Wind instruments included the cornet, trumpet, flute, shawm, and sackbut. The sackbut, or trombone, had the same long, sliding tube that it does today.

Instruments during the Renaissance were often grouped into consorts, or combinations of instruments. A whole consort is made up of a family of instruments ranging from bass (low-pitched and large) to soprano (high-pitched and small). Broken consorts are groups of different types of instruments, such as string and woodwind, playing polyphonic music together. An organ or a harpsichord, which is similar to a piano but the strings inside are plucked rather than struck with mallets, provided a unifying sound to the broken consort.

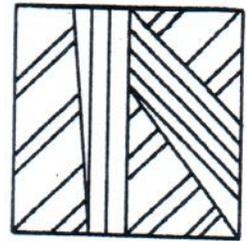
The Renaissance (1400–1600 C.E.)



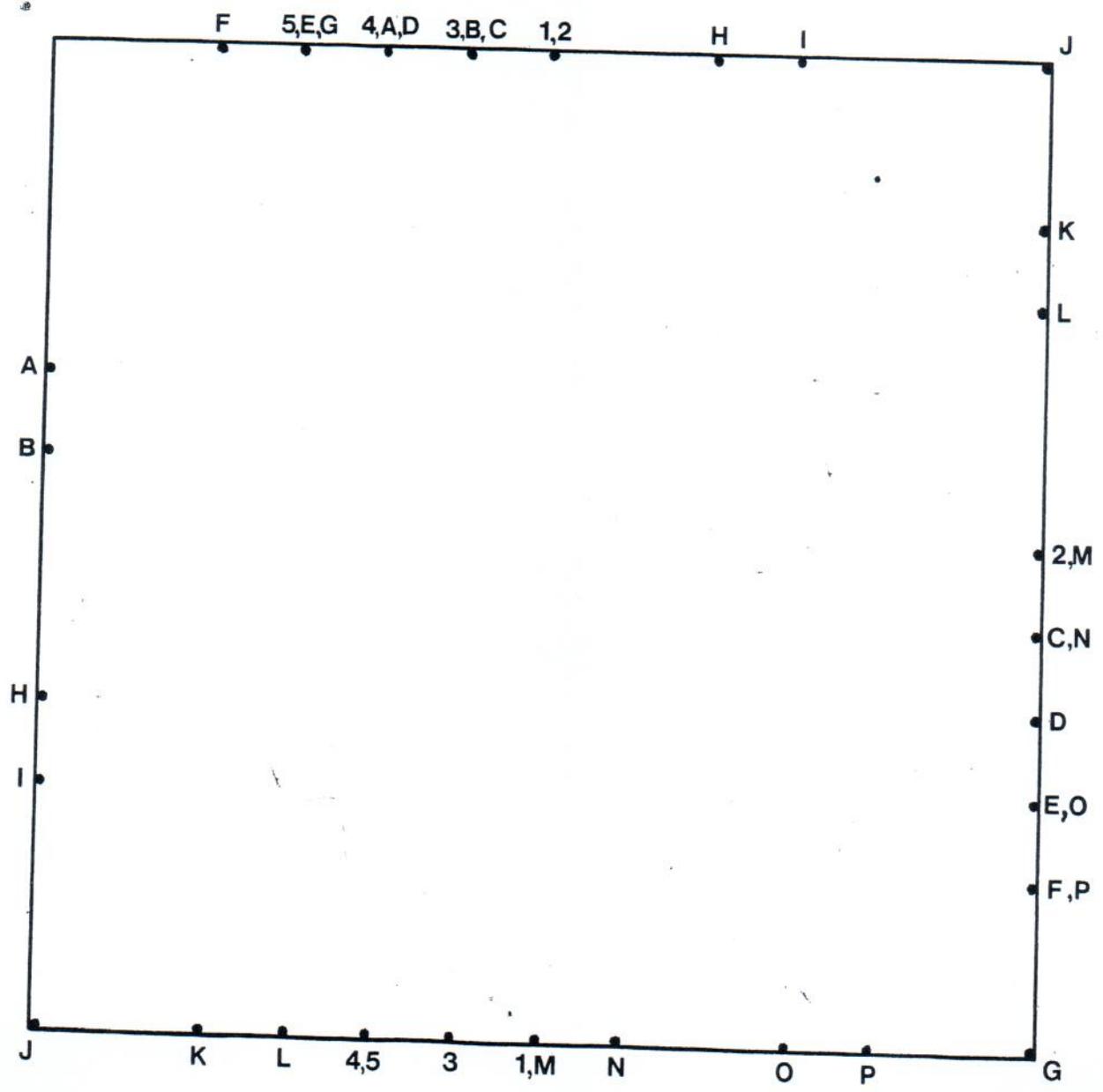
1. Place these historical events at the correct place on the timeline by inserting a vertical line and the corresponding letter.
 - a. The Gutenberg printing press is invented (1450)
 - b. Columbus discovers North America (1492)
 - c. Michelangelo paints the Sistine Chapel (1508–1512)
 - d. Shakespeare writes his play *Romeo and Juliet* (1595)
2. What does "Renaissance" mean?
3. What was the importance of the printing press to music?
4. Were vocal and instrumental music equally popular? If not, which was more popular?
5. How did people decide which instruments to play with each piece?
6. Fill in the letter of the description that best matches each word or phrase.

chromaticism	a. combination of instruments, usually from one family of instruments
lute	b. the use of notes outside the prevailing key
madrigal	c. wooden, plucked-stringed instrument, roughly similar to the modern guitar
viol	d. popular poetic, secular musical form
consort	e. stringed instrument played with a bow like the stringed instruments of today's orchestras
7. Name at least two composers from the Renaissance Period.

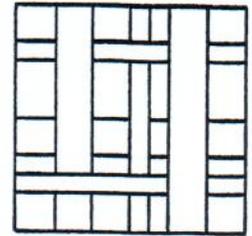
1. Use a ruler.
2. First connect each pair of numbers that is the same.
3. Now connect the letters that are the same.
4. Lift your pencil up when you need to in order to create the design correctly.



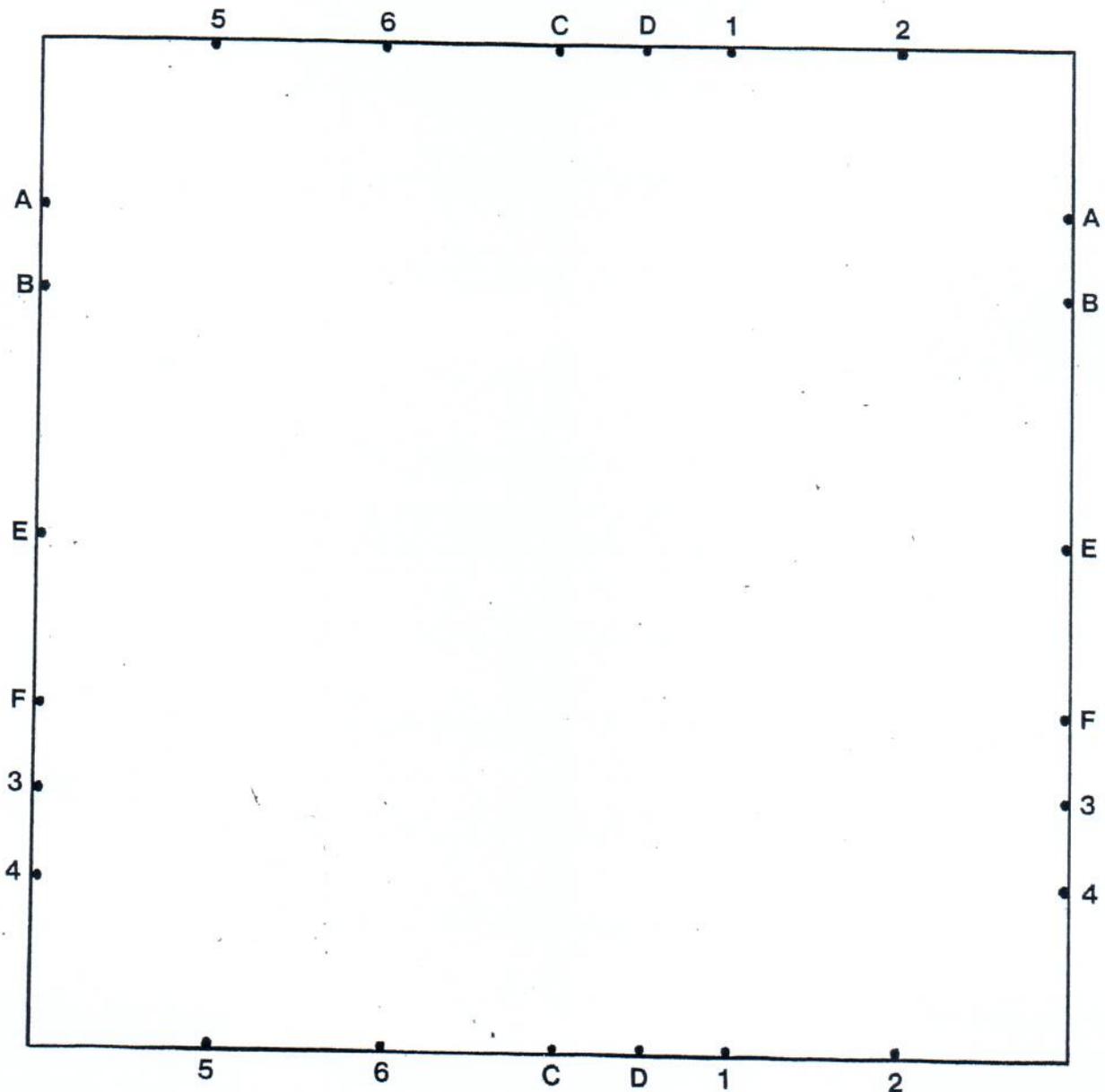
Create this design.



1. Use a ruler.
2. First connect each pair of numbers that is the same.
3. Now connect the letters that are the same.
4. Lift your pencil up when you need to in order to create the design correctly.



Create this design.



Seventh Grade Math - Hickman

- 1.) Have someone time you for one minute on each of the operation math minutes. Write the number completed in a minute at the top of the sheet, and then complete the rest for practice.
- 2.) Two-step Equations: Work on the two-step equations worksheet following the methods we have learned in class. Make sure to show your work.

Two-Step Equations

Solve each equation.

** Do Evens **

1) $6 = \frac{a}{4} + 2$

2) $-6 + \frac{x}{4} = -5$

3) $9x - 7 = -7$

4) $0 = 4 + \frac{n}{5}$

5) $-4 = \frac{r}{20} - 5$

6) $-1 = \frac{5+x}{6}$

7) $\frac{v+9}{3} = 8$

8) $2(n+5) = -2$

9) $-9x + 1 = -80$

10) $-6 = \frac{n}{2} - 10$

11) $-2 = 2 + \frac{v}{4}$

12) $144 = -12(x+5)$

$$13) -15 = -4m + 5$$

$$14) 10 - 6v = -104$$

$$15) 8n + 7 = 31$$

$$16) -9x - 13 = -103$$

$$17) \frac{n+5}{-16} = -1$$

$$18) -10 = -10 + 7m$$

$$19) -10 = 10(k-9)$$

$$20) \frac{m}{9} - 1 = -2$$

$$21) 9 + 9n = 9$$

$$22) 7(9+k) = 84$$

$$23) 8 + \frac{b}{-4} = 5$$

$$24) -243 = -9(10+x)$$