

BEARCAT DAY 11

GRADE 7
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 11

LANGUAGE ARTS	Perspective in Literature Go through the Google SlideShow https://drive.google.com/open?id=1ni3HtQ9dRav-alPSqjkc-sE2yeOkDFnSaIYna5UQors . Submit your answers in your Google Classroom on the Google Form.
MATH	VOLUME OF RECTANGULAR PRISM REVIEW If you are able to watch the video: http://youtube.com/watch?v=LcnxQ3ZIINc . Answer the questions . Submit answers in Google Classroom. If you are unable to access Google Classroom, take a picture of your work and email it to your teacher OR drop off your written work in the School office.
SCIENCE	Finish Test from Day #10
SOCIAL STUDIES	REVIEWING THE CHARACTERISTICS OF A CIVILIZATION Read the notes and answer the questions . Submit your answers in Google Classroom if you can. If you can't access Google Classroom please take a picture of your work and email it to your teacher or drop off with your completed work in the office.
PE/HEALTH	FOCUSING ON FITNESS Mr. Glass will be posting new exercises in his Google Classroom each day and students will log their daily activity using a Google Form. Students who do not have access to Google Classroom, will need to get 20-30 minutes of physical activity each day and write their activity on the attached log. On Fridays, Snap a picture with your phone and email it to Mr. Glass.
LITERACY	SHERLOCK HOLMES Read the passage about Sherlock Holmes and answer questions about text features. Submit your answers in Google Classroom if you can. If you cannot access Google Classroom take a picture of your work and email it to Mrs. Knight OR drop your written work off in the office.



Point of View

Point of view is the position from which something is presented or the PERSPECTIVE from which a story is told.

What you see depends on your perspective.



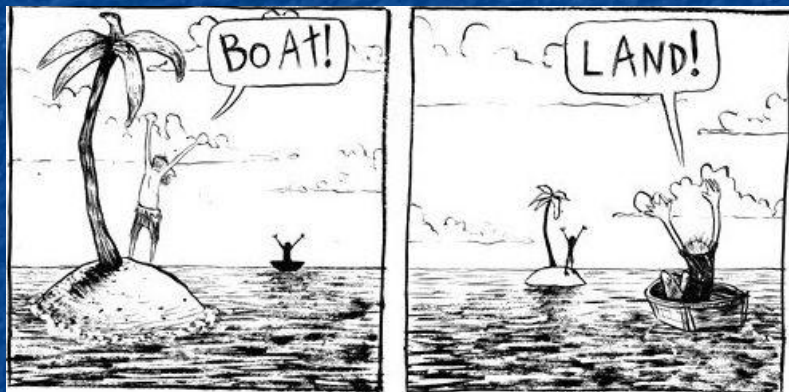
What you see depends on your perspective.



What you see depends on your perspective.



Explain how point of view contributes to the humor in this cartoon...



More pics on www.obstacol.com

Consider this quote.
Be ready to discuss.

“A villain
is just a
victim whose
story hasn't
been told.”

Chris Colfer

Case in point...



Girls by Gary Paulsen

When we were eleven and even twelve they were just like us. Sort of.

That is, we could be friends and do projects together in school and some boys could even talk to them.

Not me. I never could. And neither could Orvis. Alan seemed to have worked out a way to pretend they weren't even there and Wayne swore that it didn't bother him at all to speak to girls.

And then we became thirteen.

Well, not everything. I still couldn't talk to them, lived in mortal terror of them, and Orvis was the same way. But we talked *about* them all the time, how they looked, how they smiled, how they sounded, how they must think, about life, about us, how Elaine was really cute but Eileen had prettier hair and Eileen seemed one day to actually, actually look at me, right at me. But we couldn't speak *to* them.

Girls by Gary Paulsen

Except that now it became very important that we be *able* to speak to them. Before, it didn't seem to matter, and now it was somehow the only thing that *did* matter.

I had this problem because Eileen actually *had* looked at me one day on the way out of school, or so I thought, and on top of it she had smiled—I was pretty sure at me as well—and I thought that maybe I was In Love and that it was For Real and when I asked Orvis about it he agreed that I might be In Love for Real and suggested that I take Eileen to a movie.

Which nearly stopped my heart cold. I couldn't talk to her—how could I ask her to go to a movie? Finally it was Orvis who thought of the way. I would ask Wayne to ask Shirley Johnson to ask Claudia Erskine, who was a close friend of Eileen's, if Eileen might like to go to the movies with me the following Saturday afternoon.

This tortuous procedure was actually followed and by the time I was told that indeed Eileen would like to see a movie the next Saturday, I was a nervous wreck and honestly hoped she wouldn't go.

Girls by Gary Paulsen

We met in front of the theater, as things were done then at our age—I couldn't even imagine going to her home and ringing the bell to pick her up and having her parents answer the door. If I couldn't really speak to girls, what would I do with a set of *parents* of the girl I was going to take to a movie?

So we met at the theater at one-thirty. I wore what I thought were my best clothes, a pullover sweater over a turtleneck, with my feeble attempt at a flattop, Butch-Waxed so much that dropping an anvil on my head wouldn't have flattened it. I think now I must have looked something like a really uncomfortable, sweaty, walking, greasy-topped bottle brush. (Have I mentioned that with my sweater and turtleneck I had gone solely for fashion and had ignored the fact that it was high summer? Or that the theater was most decidedly *not* air-conditioned?)

But Eileen was a nice person and pretended not to notice the sweat filling my shoes so they sloshed when we walked or how I dropped my handful of money all over the ground. I had brought all of my seven dollars in savings because I really didn't know how much it would cost, what with tickets and treats, and maybe she was a big eater.

Girls by Gary Paulsen

She also pretended not to notice when I asked her if she wanted popcorn.

So I asked her again. Louder.

And then again. Louder.

All because I was blushing so hard my ears were ringing and I wasn't sure if I was really making a sound and so when I screamed it out the third time and she jumped back, it more or less set the tone for the whole date.

We went into the theater all right. And we sat next to each other. And she was kind enough to overlook the fact that I smelled like a dead buffalo and that other than asking her three times if she wanted popcorn I didn't say a word to her. Not a word.

I couldn't.

Girls by Gary Paulsen

The movie was called *The Thing*, about a creature from another planet who crashes to earth in the Arctic and develops a need/thirst/obsession for human and sled-dog blood and isn't killed until they figure out that he's really a kind of walking, roaring, grunting plant. So they rig up some wire to "cook him like a stewed carrot." All of this I learned the second time around, when I went to the movie with Wayne, because sitting next to Eileen, pouring sweat, giving her endless boxes of Dots and candy corn and popcorn (almost none of which she wanted but accepted nicely and set on the seat next to her), I didn't remember a single thing about the movie. Not a word, not a scene.

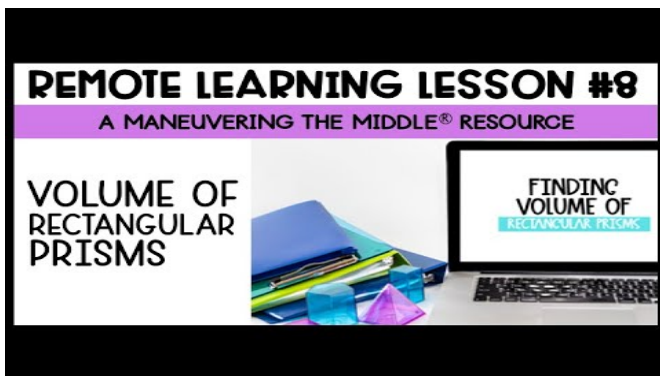
All I could do was sit and think, I'm this close to a girl, right next to a girl, my arm almost touching her arm, a girl, right there, right *there*....

What about Eileen's point of view?

Create something showing what Eileen thinks about the narrator and/or the date itself. You can use details from the story as well as embellish with your imagination. The most important thing is to see it from the Eileen's – not your – point of view. You can write a couple of sentences, a social media post, texting between Eileen and a friend, etc. Be creative!

Volume of Rectangular Prisms

Refer to the following video for instruction and help finding the volume of rectangular prisms.

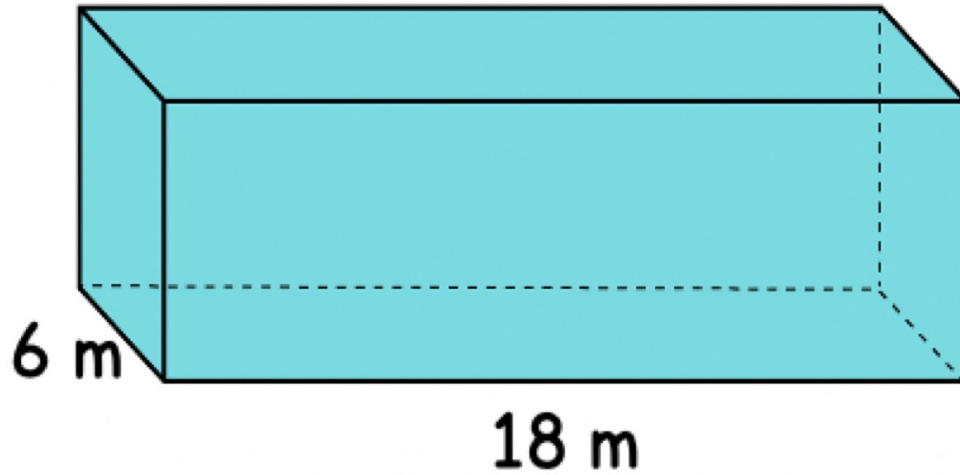


[http://youtube.com/watch?](http://youtube.com/watch?v=LcnxQ3ZIINc)

[v=LcnxQ3ZIINc](http://youtube.com/watch?v=LcnxQ3ZIINc)

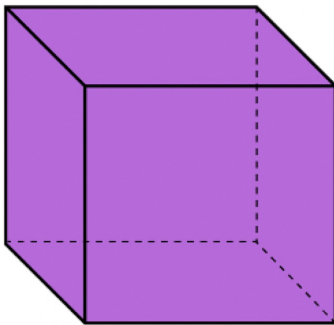
2. A clothing truck is shaped like a rectangular prism. The volume of the truck is 15 ft cubed. The area of the base of the container is 6 ft squared. What is the height of the clothing truck in feet?

3. Find the height of the rectangular prism below if the volume is 334.8 meters cubed.



4. Find the height of the cube below.

$$V = 729 \text{ cm}^3$$



5. A cube has an edge lengths of 5 cm. A rectangular prism has dimensions of 5 cm, 25 cm, and 1 cm. Which of the following statements is incorrect?

Mark only one oval.

- A. The cube has a volume of 25 cm cubed.
- B. The cube and rectangular prism have the same volume.
- C. The volume of the rectangular prism is 125 cm cubed.

Mark only one oval.

- A. 5 cm
- B. 41.6 cm
- C. 81 cm
- D. 9 cm

Grade 7 Social Studies

Day 11 - Reviewing Characteristics of a Civilization

Read the following information and answer the questions.

P 1 of 1

- Civilization - a culture marked by developments in arts, sciences, government, and social structure
- Historians define civilizations as societies that have the following characteristics:
 - Stable food supply
 - Social structure
 - Government
 - Religion
 - The Arts
 - Technology
 - Writing

1. Stable food supply - a complex society can only thrive (develop well) if its members have the food they need to survive

2. Social structure - different jobs and social levels within a society

3. Government - system to direct people's behavior and make life orderly

4. Religion - system of a set of beliefs, usually in a god or gods, together with forms of worship

5. The Arts - part of a civilization's culture, including creative forms of expression, such as painting, architecture, and music

6. Technology - practical tools and inventions that make life easier

7. Writing - highly developed form of written language

- One of the first civilizations in history is the Sumer civilization.
 - Sumer - area in southern part of Mesopotamia in which the first city-states appeared circa (about) 3500 BCE
 - Mid-1800s - archaeologists began finding artifacts in Mesopotamia from ancient Sumer
 - These artifacts allowed archaeologists to learn about the Sumerian people
 - The artifacts suggest that Sumerians had a complex society

Questions:

1. What everyday objects today might be examples of the 7 characteristics of a civilization?
2. What kinds of things do you hypothesize the ancient Sumerians might have left behind that could be examples of these characteristics?
3. Number four of the characteristics says that each civilization needs some sort of religion. How might deciding on one religion for your civilization cause issues with that fictional people of your civilization?

Can the world's most famous detective solve a mysterious murder—before the killer strikes again?

Sherlock Holmes and the Midnight Killer

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* * * You will need this story for Day 12 Questions



Art by Carolyn Risdale

A Famous Detective

Sir Arthur Conan Doyle created the character of Sherlock Holmes in 1887. Over the next 40 years, Doyle wrote 60 stories about the clever detective.

Grade 7 Bearcat Day 11 Literacy

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CHARACTERS

**Starred characters have larger speaking parts.*

- •• ***Narrators 1, 2, 3 (N1, N2, N3)**
- • ***Helen Stoner, a young woman**
- **Mrs. Hudson**, a landlady
- • ***Sherlock Holmes**, a famous detective
- ***Dr. Watson**, Holmes's friend
- • **Julia Stoner**, Helen's sister
- **Dr. Roylott**, Helen's stepfather



Preview this article's **VOCABULARY**

Launch Slideshow

SCENE 1

Baker Street, London, England, 1883

N1: Sherlock Holmes and Dr. Watson sit in their messy apartment.

N2: Mrs. Hudson comes in.

Mrs. Hudson: There is a young lady here to see you. She is very upset.

N3: Helen enters, her eyes full of fear.

Helen: Mr. Holmes, I am so afraid.

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Holmes: Tell us more.

Helen: My name is Helen Stoner. I live with my stepfather, Dr. Roylott.

Watson: Very rich, those Roylotts!

Helen: Not anymore. Their money is long gone.

Watson: Ah.

Helen: When my mother died, she left her fortune to me and my sister, Julia.

Holmes: Go on.

Helen: My stepfather controlled this money as long as Julia and I lived with him.

Holmes: I see.

Helen: But Dr. Roylott has changed. He no longer works. And he has such a **temper**.

Watson: Really?

Helen: His only friends are a monkey and a cheetah.

Watson: He keeps wild animals?

Helen: Yes. He collects them from India.

Holmes: Where is your sister now?

N1: Helen wipes away a tear.

Helen: Julia died two years ago. It was right before her wedding .

..

SCENE 2

The Roylott Estate, England, 1881

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N2: Flash back to two years earlier.**N3:** Rain beats against the windows of an old house.**N1:** Inside are three bedrooms connected by a hallway.**N2:** Julia's room is in the middle.**N3:** Dr. Roylott's room is on the left.**N1:** On the right is Helen's room, where Julia and Helen talk quietly.**Julia:** The past few nights, I've heard an odd whistle around midnight.**Helen:** Is it an animal?**Julia:** Perhaps . . . I'm sure it's nothing. Good night.**N2:** Julia goes to her room. She and Helen turn their lights out.**N3:** The village clock strikes midnight. After a long silence, a scream rings out.**Julia:** AAAAAAHHHHHHHHH!**N1:** Helen runs into the hallway. She hears a low whistle and then a clanging sound.**N2:** Julia opens her door. Her face is twisted in horror.**Julia:** It was the band! The **speckled** band!**N3:** Julia falls to the floor.**Helen:** Help! Help!**Roylott** (*coming to Julia's side*): She is dead.**SCENE 3****Baker Street, London, 1883**

N1: We return to Holmes and Watson talking to Helen.

Holmes: Julia's doors and windows were locked?

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Helen: Yes. Always.

Holmes: Any marks on her body?

Helen: No. And no poison was found.

Holmes: What is "the speckled band"?

Helen: A ring, maybe? I don't know.

Holmes: My dear, why are you coming to us now?

Helen: I am getting married soon. Two days ago, Dr. Roylott moved me into the room where Julia died.

Watson: Why?

Helen: He said my room needs repairs. And last night, I heard that low whistle. Whatever killed Julia is after me!

Holmes: We must **inspect** your house.

Helen: My stepfather will be out today.

Holmes: Good. We will come this afternoon.

N2: Helen leaves.

Holmes: Watson, Miss Stoner is in great danger.

SCENE 4

On the train, a few hours later

N3: Holmes stares out the window.

Watson: What are you thinking, Holmes?

Holmes: Roylott gets that fortune only while those girls live with him.

Watson: Correct. If they marry and move away, Roylott is left with nothing.

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Holmes: So Roylott killed Julia—and now plans to kill Helen.

Watson: Yes. But how?

Holmes: I don't know. But there is not a moment to spare.

SCENE 5

The Roylott Estate, that afternoon

N1: Helen brings Holmes and Watson inside.

Helen: I'm so glad you're here.

N2: In Julia's room, Holmes looks at every detail.

N3: He points to a rope hanging next to the bed.

Holmes: Does that rope ring a bell that calls the maid?

Helen: Yes, it's a bell rope. My stepfather **installed** it a few years ago. Julia never used it.

N1: Holmes pulls the rope.

Holmes: It's fake.

Helen: What?

Holmes: This rope is connected to nothing. See? It's just hooked to the wall above that small hole.

Watson: You're right!



Art by Carolyn Risdale

Holmes: Strange. A bell rope without a bell.

N2: In Dr. Roylott's room, they find a bed, a chair, and a safe with a bowl of milk on top.

Holmes: Milk. Do you have a cat?

Helen: No.

N3: Holmes examines the seat of the chair.

N1: On the floor, he spots a whip with a loop at the end.

Holmes: Miss Stoner, when your stepfather returns, tell him you are ill.

Helen: All right.

Holmes: Pretend to go to Julia's room, but go to your old room and lock the door. Your life depends on it.

Helen: Yes, Mr. Holmes.

Holmes: Watson and I will spend the night in Julia's room.

SCENE 6

The Roylott Estate, later that night

N2: The house is very quiet and dark.

N3: Holmes and Watson whisper in the middle bedroom.

Holmes: Stay alert, Watson. This could be deadly.

N1: The village clock chimes at midnight.

N2: Then there is a sound of soft rushing air.

What Is A Bell Rope?

Bell ropes were common in the homes of people with servants. You would pull a rope that hung from the wall, and it would ring a bell in the servant's part of the house. The servant would then know to come and serve you.

(<https://action.scholastic.com/issues/20/040120/sherlock-holmes-and-the-midnight-killer.html>)

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N3: Holmes strikes a match, then beats at the bell rope with his cane.

Holmes: Do you see it, Watson?

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Watson: See what?

N1: A low whistle sounds, and Holmes freezes.

N2: Moments later, they hear a scream.

Roylott: AAAAAAAAAAAH!

N3: They hurry to Dr. Roylott's room. The doctor is in his chair—dead.

N1: A strange yellow band with brown speckles is wrapped around his head.

Watson: Look! It's the speckled band.

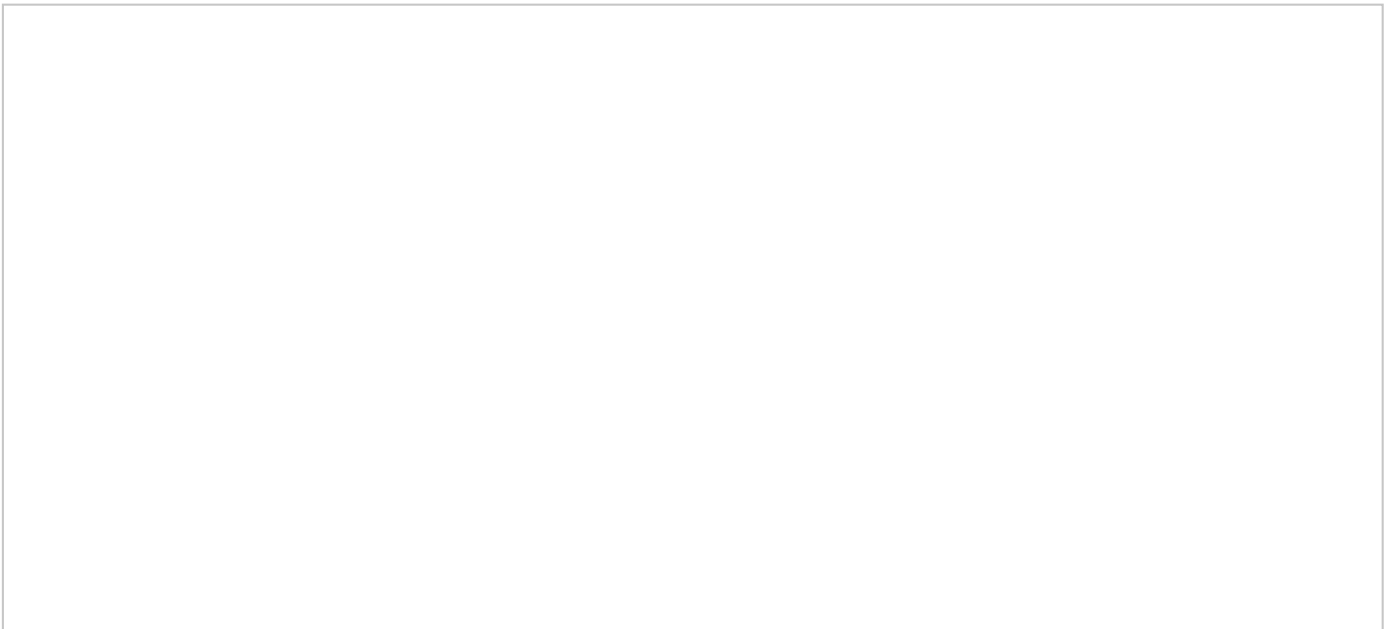
N2: The band starts to move.

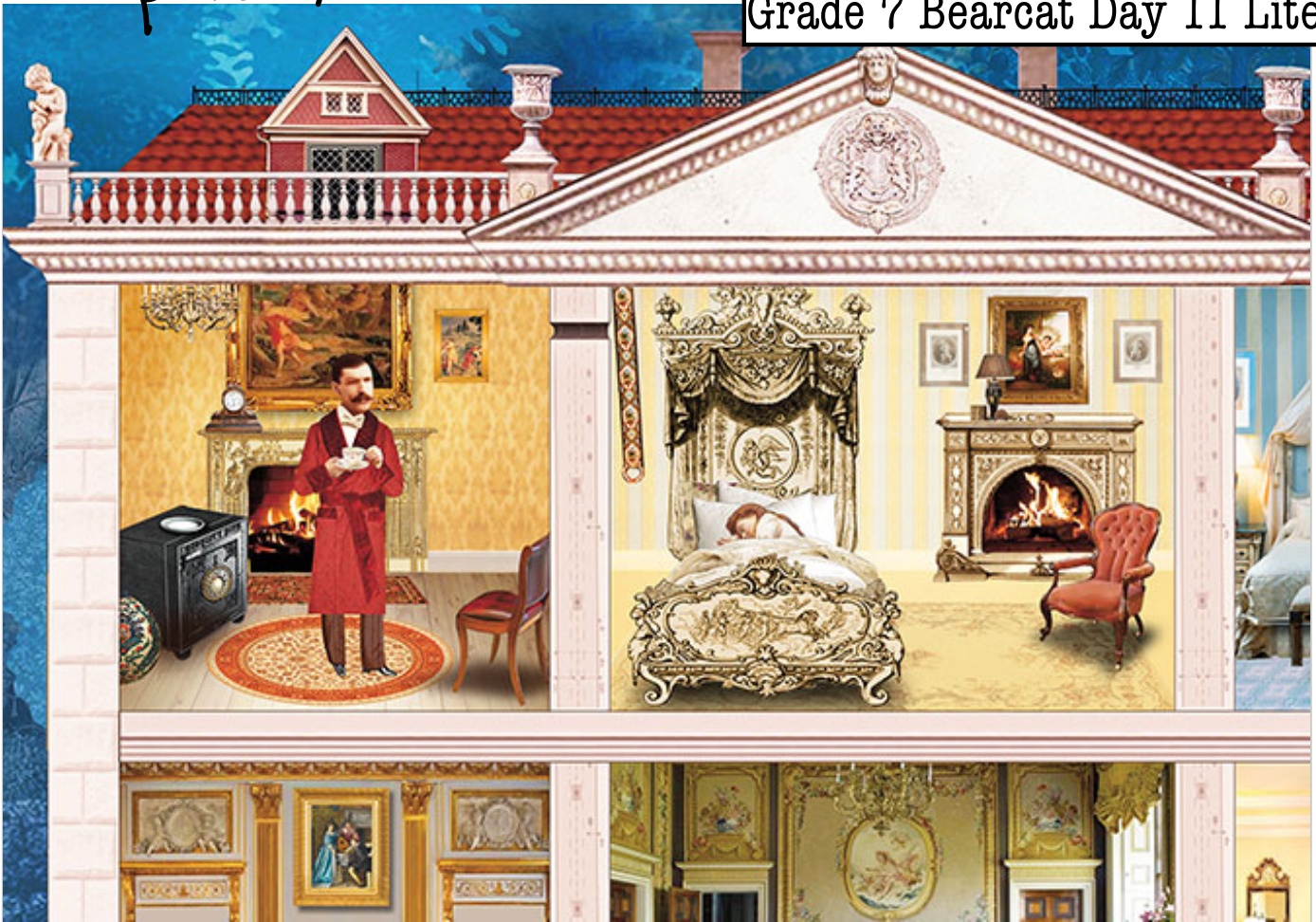
Watson: It's a snake!

Holmes: Yes, a deadly Indian swamp adder.

N3: Holmes scoops up the snake with the looped whip.

N1: He carries it to the safe and locks it inside.





Art by Carolyn Risdale

The Scene of the Crime

The drawing above shows the inside of the Roylott estate—Dr. Roylott's room on the left, and Julia's room on the right. Holmes later finds a hole in the wall that separates the two rooms. Remember this—it's important to solving the crime!

SCENE 7

On the train, the next morning

N2: Watson and Holmes are taking Helen to her aunt's house.

Helen: Mr. Holmes, I must know. How did you solve it?

Holmes: With the doors and windows locked, the danger had to come from Roylott's room.

Watson: How did you know Roylott had a snake?

Holmes: He kept wild animals. A snake was a **logical** guess. And its poison is hard to trace.

Helen: But how did he do it?

Holmes: The seat of his chair looked like someone had been standing on it. That's how he pushed the snake through the hole.

Helen: Then it slithered down the bell rope to the bed.

Holmes: When Royslott whistled, the snake returned.

Watson: Ah, he used the milk to train it!

Holmes: Yes. The clanging sound was the doctor shutting the snake in the safe.

Watson: How did he know the snake would kill?

Holmes: He sent the snake in night after night until it found its victim.

Helen: But you were waiting this time.

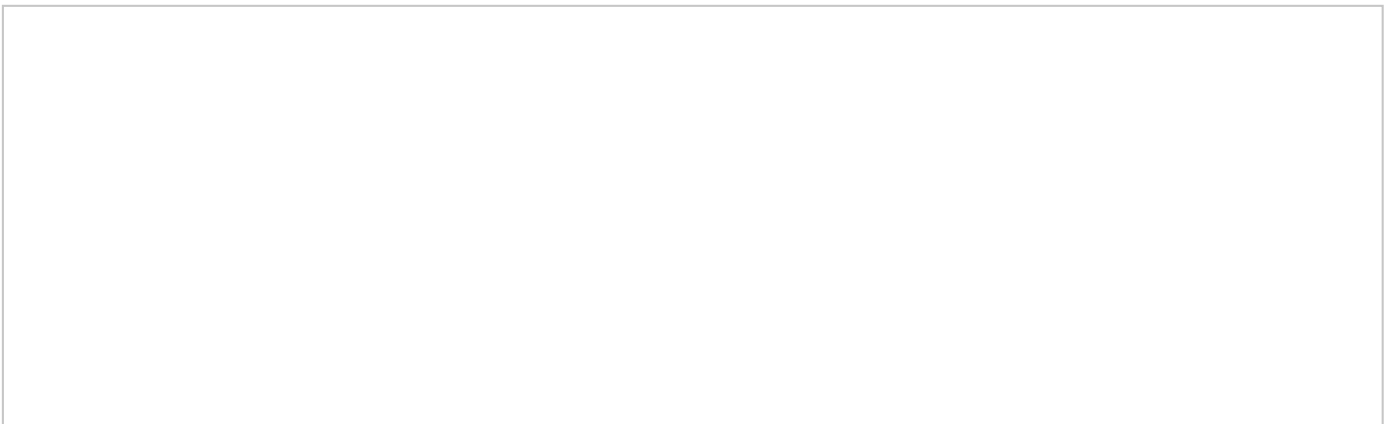
Holmes: Indeed. I hit it with my cane, making it angry.

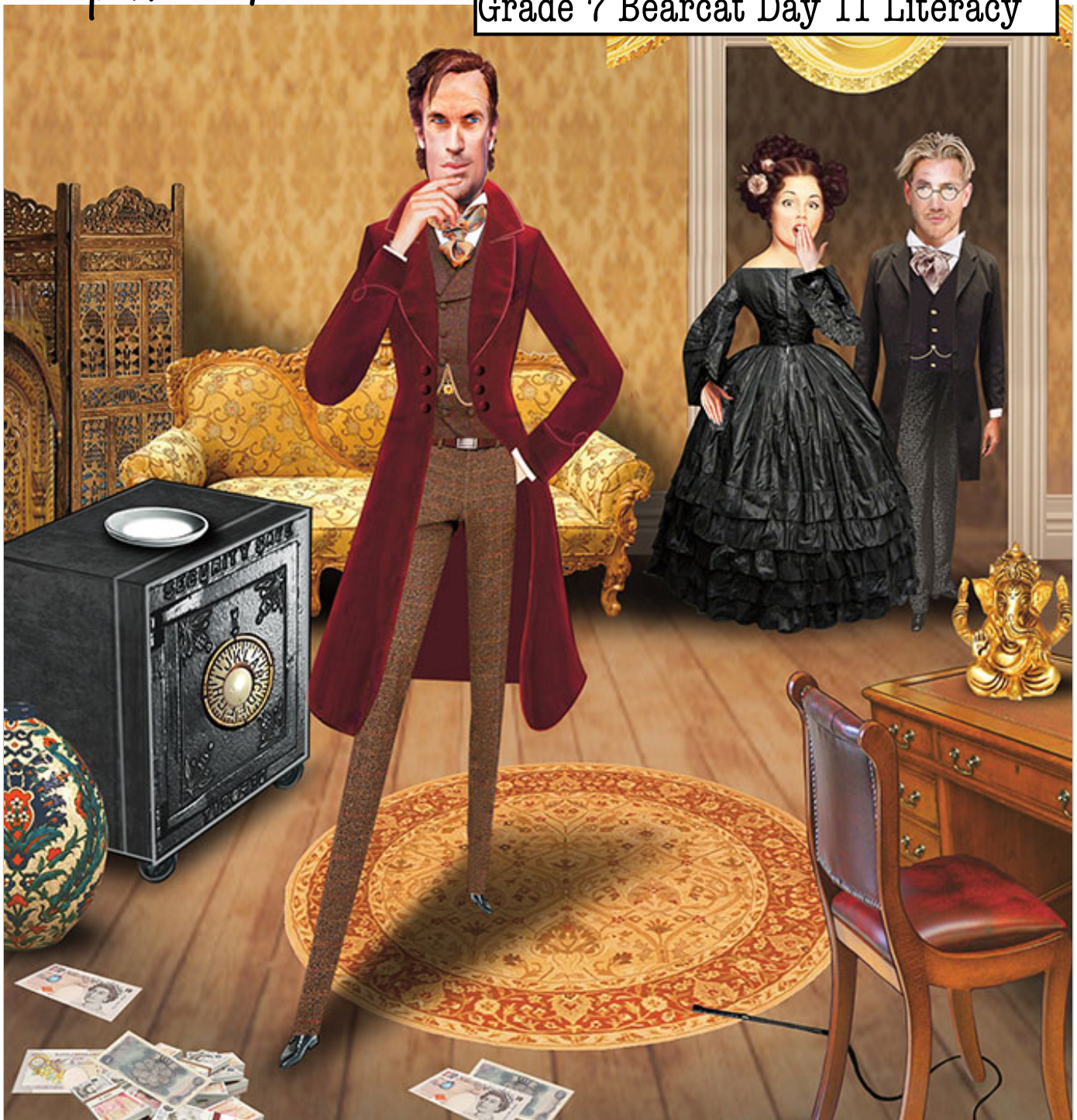
Watson: Then it went back through the hole . . .

Holmes: And bit the first person it saw: Royslott.

Helen: So many little clues, Mr. Holmes! You added them up and saved my life.

Holmes: My dear, to a great mind, nothing is little!





Art by Carolyn Risdale

Crime Fighting

Sherlock Holmes solved crimes by using his brain and collecting clues. Can you list the clues he used to figure out how Julia died?

ACTIVITY:

Making an Inference

You've just read "Sherlock Holmes and the Midnight Killer." Now it's time to try this activity.

Tip: An ***inference*** is something that isn't stated but can be figured out from clues in the text.

What to do: Be a detective! Detectives use clues to figure out things that are unexplained. Read the questions below about the story. Make inferences to answer each question with at least one complete sentence.



Art by Carolyn Risdale

The Speckled Band

There is no such snake as the Indian swamp adder—the author made it up. But many people believe he based it on the Indian cobra (above).

(<https://action.scholastic.com/issues/20120/040120/sherlock-holmes-and-the-midnight-killer.html>)

1

•At the end of Scene 3, Holmes says, "Watson, Miss Stoner is in great danger." How does he know?

2

In Scene 5, why does Holmes tell Helen to pretend she's going to sleep in Julia's room?

3

In Scene 6, why do you think Holmes lights a match before beating at the bell rope with his cane?

4

At the end of the play, Holmes and Watson are taking Helen to her aunt's house. Why do you think she's going there?

Exploring Genre (<https://Action.Scholastic.Com/Pages/Topics/Exploring-Genre.Html>),
Vocabulary (<https://Action.Scholastic.Com/Pages/Topics/Vocabulary.Html>), Inference
(<https://Action.Scholastic.Com/Pages/Topics/Inference.Html>)

Name: _____ Date: _____

Text Features

Directions: Text features are the pictures, captions, headlines, subheads, maps, and other features that go with an article. Answer the questions below about the text features in "Sherlock Holmes and the Midnight Killer."

1. Read the title and subtitle on page 21, the bubble at the top of page 20, and the caption under the illustration on page 20. Who is Sherlock Holmes? Why does the author call Holmes "the world's most famous detective"?

2. Study the illustration on page 20. Name the items and creatures you see.

3. Look at the illustration of the bell rope on page 22 and read its caption. What is a bell rope? Where does it appear in the illustrations on pages 20 and 23?
