

# BEARCAT DAY 13

GRADE 7  
ANDERSON COUNTY SCHOOLS

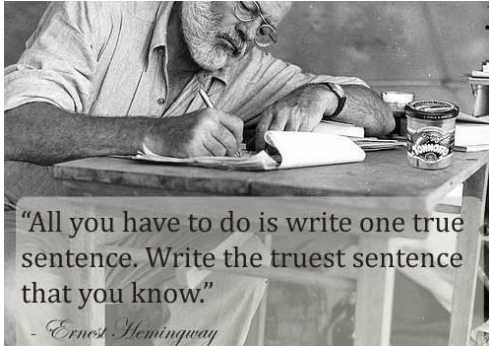


ANDERSON COUNTY MIDDLE SCHOOL

## 7TH GRADE BEARCAT DAY 13

LANGUAGE ARTS	<b>Perspective in Literature</b> Go through the Google <a href="#">Slideshow</a> <a href="https://drive.google.com/open?id=10kCi9Toy2n4RF2sv5FITE0-36OE-TwxgYmOmRD9pu7S">https://drive.google.com/open?id=10kCi9Toy2n4RF2sv5FITE0-36OE-TwxgYmOmRD9pu7S</a> . Submit your answers on Google Forms.
MATH	<b>VOLUME OF PYRAMIDS</b> IF YOU ARE ABLE WATCH THE VIDEO: <a href="http://youtube.com/watch?v=DoKRvTIVXco">http://youtube.com/watch?v=DoKRvTIVXco</a> Answer the questions about finding the <a href="#">volume of pyramids</a> .
SCIENCE	<b>ORGANIZATION (CONT.)</b> Read <a href="#">pages 80-83</a> about Cells and Levels of Organization. Complete the table on page 83. Answer the quiz questions on <a href="#">pages 84-85</a> .
SOCIAL STUDIES	<b>CREATE YOUR OWN CIVILIZATION (GOVERNMENT)</b> You will be <a href="#">creating your own civilization</a> based on your knowledge of the seven characteristics.
PE/HEALTH	<b>FOCUSING ON FITNESS</b> 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 <a href="mailto:brian.glass@anderson.kyschools.us">brian.glass@anderson.kyschools.us</a> .
LITERACY	<b>SUPERMAN</b> Read the <a href="#">passage</a> and answer <a href="#">questions</a> . 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.

## Ernest Hemingway (Focus on Perspective in Literature)



### "A Day's Wait" by Ernest Hemingway

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

'What's the matter, Schatz?'

'I've got a headache.'

'You better go back to bed.'

'No, I'm all right.'

'You go to bed. I'll see you when I'm dressed.'

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

1. Who is telling the story?
  - a. The doctor
  - b. The son
  - c. The dad

'You go up to bed,' I said, 'you're sick.'

'I'm all right,' he said.

When the doctor came he took the boy's temperature.

'What is it?' I asked him. 'One hundred and two.'

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

'Do you want me to read to you?'

'All right. If you want to,' said the boy. His face was very white and there were dark areas under his eyes. He lay still in bed and seemed very detached from what was going on. I read aloud from Howard Pyle's Book of Pirates; but I could see he was not following what I was reading.

'How do you feel, Schatz?' I asked him.

'Just the same, so far,' he said. I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

'Why don't you try to go to sleep? I'll wake you up for the medicine.'

'I'd rather stay awake.' After a while he said to me, 'You don't have to stay here with me, Papa, if it bothers you.'

'It doesn't bother me.'

'No, I mean you don't have to stay if it's going to bother you.'

2. The boy is concerned about his father. Quote textual evidence to support this conclusion.

I thought perhaps he was a little light-headed and after giving him the prescribed capsule at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and fell twice, hard, once dropping my gun and having it slide over the ice.

We flushed a covey of quail under a high clay bank with overhanging brush and killed two as they went out of sight over the top of the bank. Some of the covey lit the trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

**3. The father goes hunting and enjoys himself while his son is sick. What does this action reveal about his perspective about his son's illness?**

At the house they said the boy had refused to let anyone come into the room.

'You can't come in,' he said. 'You mustn't get what I have.'

I went up to him and found him in exactly the position I had left him, whitefaced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

'What is it?'

'Something like a hundred,' I said. It was one hundred and two and four tenths.

'It was a hundred and two,' he said.

'Who said so?'

'The doctor.'

'Your temperature is all right,' I said. It's nothing to worry about.'

'I don't worry,' he said, 'but I can't keep from thinking.'

'Don't think,' I said. 'Just take it easy.'

I'm taking it easy,' he said and looked straight ahead. He was evidently holding tight onto himself about something.

'Take this with water.'

'Do you think it will do any good?'

'Of course it will.' I sat down and opened the Pirate book and commenced to read, but I could see he was not following, so I stopped.

'About what time do you think I'm going to die?' he asked.

'What?'

'About how long will it be before I die?'

'You aren't going to die. What's the matter with you?'

Oh, yes, I am. I heard him say a hundred and two.'

'People don't die with a fever of one hundred and two. That's a silly way to talk.'

'I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two.'

He had been waiting to die all day, ever since nine o'clock in the morning. 'You poor Schatz,' I said. 'Poor old Schatz. It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight.'

'Are you sure?'

'Absolutely,' I said. 'It's like miles and kilometers. You know, like how many kilometers we make when we do seventy in the car?'

'Oh,' he said.

But his gaze at the foot of his bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

**4. Schatz thought he was going to die because he did not understand which of the following?**

- A. That most people easily recover from flu.
- B. The difference between celsius and fahrenheit.
- C. That the doctor knows more than the boys in his school in France.

p1 of 5

# Volume of Pyramids

\* Required

1. Email address \*

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2. First Name \*

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3. Last Name \*

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



<http://youtube.com/watch?v=DoKRvT1VXxo>

Question 1

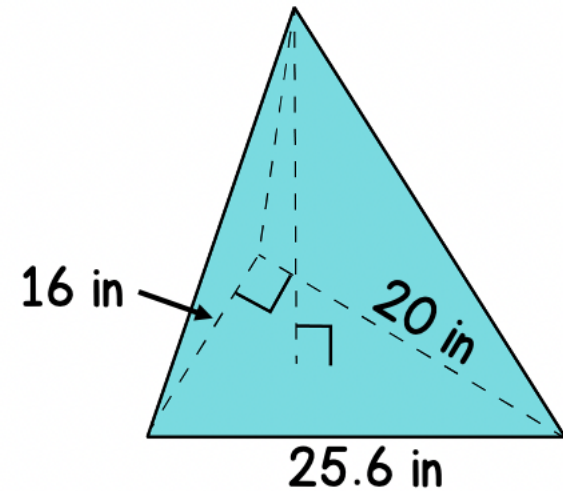
4. 1. Find the volume of a pyramid with a base area of 24 square centimeters and a height of 12 centimeters. 1 point

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Question 2

5. 2. The dimensions of a triangular pyramid are shown on the figure below. 1 point  
The height of the pyramid is 15 inches. What is the volume in cubic inches?

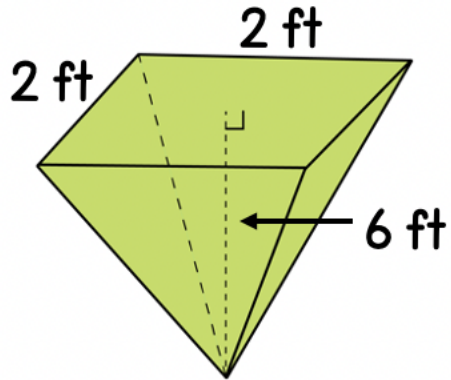


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Question 3

Grade 7 Bearcat Day 13 Math

6. 3. A planter in the shape of a square pyramid is being filled with soil. Soil cost \$0.78 per cubic foot. What is the cost of filling the planter with soil? 1 point



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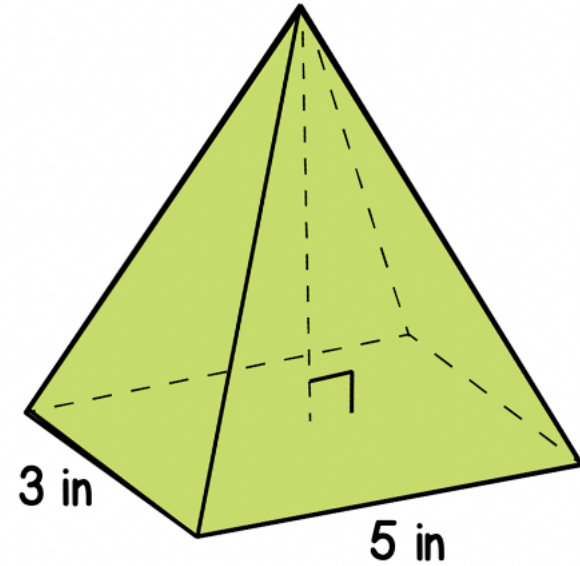
Mark only one oval.

- A. \$24.00
- B. \$8.00
- C. \$6.24
- D. \$18.72

Question 4

Grade 7 Bearcat Day 13 Math

7. 4. The dimensions of a triangular pyramid are shown below. The height of the pyramid is 6 inches. What is the volume in cubic inches? 1 point



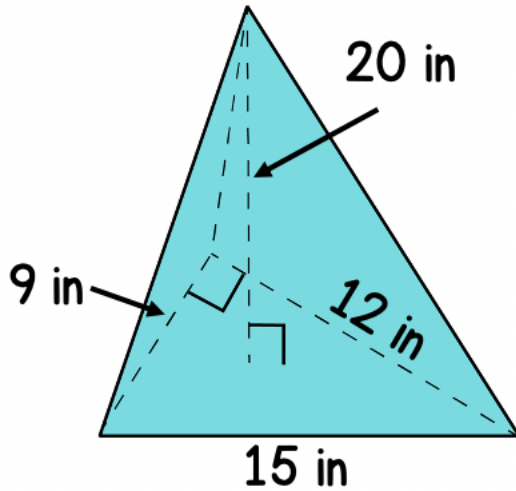
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Question 5

Grade 7 Bearcat Day 13 Math

8. 5. Mr. McBride asks students to find the volume of the triangular pyramid below. Which student wrote the correct expression for the value of B, the area of the base? 1 point

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JO  
 $\frac{1}{2}(9 \cdot 15)$

MAE  
 $\frac{1}{2}(9 \cdot 12)$

Mark only one oval.

- A. Jo  
 B. Mae

Grade 7 Social Studies

Day 13 - Create Your Own Civilization: Government

p 1 of 1

Today you will be designing the government for your civilization. Before you begin, review the notes from day one on government.

Please complete the following:

- Write a paragraph explaining what type of government you want your civilization to have. Will there be a king and queen? A president? A dictator? When writing, think about the following ...
  - Who will run the country?
  - How is that person chosen to run the country?
  - Who will make the laws?
  - How will you solve issues of crime in your civilization?
  - Make sure you are using complete sentences, proper punctuation, and good grammar!
- Write ten laws that the citizens of your civilization should follow.
  - In addition to writing the laws, write consequences for breaking those laws  
\*Please be sensible about your laws (i.e. do not put death as a penalty for everything)!

Grade 7 Bearcat Day 13 Literacy

Grade 7 Bearcat Day 13 Literacy

LEXILE 800L-900L

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# SUPERMAN BECOMES A STAR

p1 of 5



GO TO WEB VIEW

CUM ON GO! ALAMY STOCK PHOTO (SUPERMAN); PICTURELUX (THE HOLLYWOOD ARCHIVE); ALAMY STOCK PHOTO (TITLE); BETTMANN/GETTY IMAGES (SIEGEL & SHUSTER)

The surprising story behind the world's first superhero BY TOD OLSON

It was 1938, and Americans were dealing with many hardships. Millions of people had lost their jobs, and hundreds of thousands were homeless. Times had been tough for nearly a decade, and there was still no end in sight. But wait! *Up in the sky! It's a bird! It's a plane! It's . . . the world's first superhero!*

That's right. Superman first appeared in comic books in April 1938, in the midst of the Great Depression. Americans

needed an escape from the problems caused by the long **economic** crisis. They needed a hero who stood up for the poor and the powerless.

Their champion was Superman—and this is his *real origin* story.

### In the Beginning

Superman was invented by Jerry Siegel and Joe Shuster. They went to high school together in Cleveland, Ohio, and they would have described themselves as nerds.

Siegel wrote the first Superman pages, and Shuster drew them. They gave their hero a **disguise**—as newspaper reporter Clark Kent. He would

### VOCABULARY

**economic:** having to do with money and how it is earned and used

**origin:** the point or place where something begins or is created

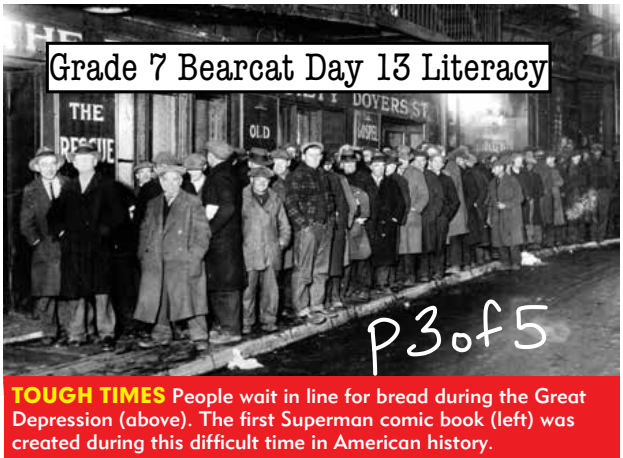
**disguise:** clothes or other things that you wear so that people will not recognize you

**politicians:** people who are active in government

**took advantage of:** used unfairly for personal gain



Jerry Siegel (left) and Joe Shuster



**TOUGH TIMES** People wait in line for bread during the Great Depression (above). The first Superman comic book (left) was created during this difficult time in American history.

be quiet and gentle “like Joe and I are,” Siegel explained. However, as Superman, he would fight for anyone who felt powerless.

### The People's Hero

That's exactly how a lot of people felt in the 1930s. During the Great Depression, one in four Americans lost their jobs, and millions left their homes in search of work. People stood in seemingly endless lines, waiting to get free food from soup kitchens.

Many Americans were left feeling angry. They blamed the rich and powerful for ruining their lives. Their villains—bankers, factory owners, and dishonest **politicians**—became Superman's enemies too.

In the early comics, Superman's favorite targets were crooked businessmen, such as a mine owner who put his employees in danger and

a carmaker who made unsafe vehicles.

Years later, Superman would defeat mad scientists who wanted to destroy Earth. But for now, his job was protecting ordinary people from real-world villains.

### Rise of Comics

In Superman, Americans got the hero they needed—and so did the comic book business. Just five years before Superman, comics were only printed in newspapers. After his arrival, however, the new 10-cent comic books flew off the shelves, with each Superman issue selling 1.3 million copies.

The biggest comic book companies created superheroes by the dozen. DC's Green Lantern beat up on evil bankers, and Batman triumphed over criminals in Gotham City. Marvel's Captain America, the Sub-Mariner,

the Human Torch, and others joined the superhero world.

Just a few years after Superman arrived, 90 percent of kids read comic books. They were popular with more than a third of adults too.

### Unhappy Ending

Superman's creators should have been thrilled. Siegel and Shuster had made themselves famous, invented the superhero, and changed the way people read. They also made a fortune for DC Comics.

But Siegel and Shuster never got rich. They had sold their famous character to DC, so no matter how many comic books were sold, all they made was \$5 a page.

A big, powerful company **look advantage of** two ordinary guys.

Now that sounds like a job for Superman. •

PHILTON ARCHIVE/GETTY IMAGES (FIRST ISSUE); ROLLS PRESS/POPPERFOTO VIA GETTY IMAGES (GREAT DEPRESSION); SHUTTERSTOCK (BACKGROUND); COURTESY FILM FRAME/MARVEL (IRON MAN); COURTESY JAY MADAMANT/MARVEL (THOR, CAPTAIN AMERICA); BLACK WIDOW; COURTESY ZADE ROSENTHAL/MARVEL (SPIDER-MAN); COLUMBIA PICTURES/MARVEL ENTERTAINMENT/ALBUQUAQUE STOCK PHOTO (SPIDER-MAN); © 2019 PICTURE COURTESY EVERETT COLLECTION (IRON MAN, WOLVERINE)



Grade 7 Bearcat Day 13 Literacy

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# SUPERHEROES TAKE OVER THE WORLD

They're everywhere these days. But . . . why?

Turn on the news, and you'll find frightening reports of big problems in our world: war, disease, climate change. It's likely you'll feel powerless.

But in the imaginary world of movies, the entire planet can be rescued by just one superhero. Wonder Woman can bring a war to an end by killing a god. And the Avengers can travel through time to save half the universe.

That's probably one of the reasons the world loves superheroes. Last year, fans spent more than \$6 billion to watch their favorite superheroes at the movie theater. And it's understandable, right? As you eat your popcorn, you escape from reality and enter a fantasy world—where good always triumphs over evil.

But that's not the only reason superheroes are so popular. Our favorites

reflect who we want to be. When we watch Clark Kent transform into Superman, we are reminded that ordinary people can achieve great things. When we see T'Challa fight for his throne in *Black Panther*, we feel brave. We believe it's possible to make a difference in our school or stand up for someone who is being bullied.

In other words, these characters inspire us to be our best selves and make us want to do what's right—even if we get nothing in return.

So with that in mind, let's pretend that the president of DC Comics just contacted you. He asks you to create a new superhero. Who will that superhero be? What will he or she fight against?

Your answers to those questions might tell you as much about yourself as they do about your superhero. •

**GO FURTHER! FIND MORE ACTIVITIES**

**PUT IT TOGETHER!**  
 Teachers: Look for the Synthesizing Skill Builder at [scholastic.com/action](http://scholastic.com/action).



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# 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 "Superman Becomes a Star" and "Superheroes Take Over the World."

1. Read the title and subtitle on pages 26-27. What do you already know about Superman? What do you think you will learn in this article?

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2. Look at the black-and-white photo on page 28 and read its caption. What are the men in the photo waiting in line for? Why do you think they have to wait?

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3. Read the title of the second article and look at the images. How many of the superheroes can you identify? How is the focus of this article different from that of the first one?

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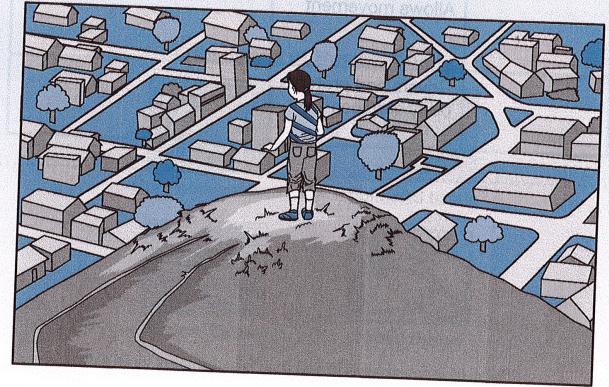
### KEY CONCEPTS

- cell ✓
- cell membrane ✓
- cytoplasm ✓
- organelle ✓
- nucleus ✓
- mitochondria ✓
- tissue ✓
- organ ✓
- organ system



After huffing, puffing, tripping, and falling, you make it to the top of the hill! Wow! The view is fantastic. You look out on your town and observe that it is made up of buildings. Each building you see has a certain role that serves the town.

Then it hits you! You think, "Towns are like the cells in my body! Like a cell, each town has parts that help it function. And my town is one of many towns that work together to form the larger community called a county. It's like the way cells make up a tissue!" You know many counties make up a state, and you think about how this might relate to the tissues in your body. You ask yourself, "What is the next level after tissues in which living things are organized?"



## Organs and Organ Systems

Cells are the simplest level at which living things like you are organized. Tissues, which are made of cells, are the next level. Organs are the level after that. An **organ** is a group of tissues that work together. The tissues in an organ have a certain job to do together.

You most likely know the names of many organs already. The heart, lungs, liver, intestines, brain, stomach, and kidneys are all organs you have probably heard about.

**Grade 7 Bearcat Day 13 Science**

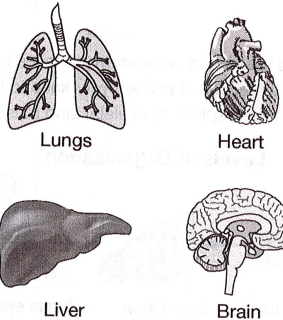
**Cells and Levels of Organization**

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Did you know that your skin is an organ, too? It's true! In fact, your skin is the largest organ you have. Like all organs, your skin is made up of different types of tissues that are working together. The tissues of your skin work together to protect you from harm. When you tripped, your skin acted like a shield. It kept other parts of your knee from getting hurt.

Each organ has its own special job. For example, your lungs' main function is to help you breathe. The tissues in your heart work together to pump blood throughout your body. Your kidneys remove wastes from your body. Your stomach tissues break down your food.

Each of these jobs is important to your life. And every part of each organ—from the tissues to the cells and even to the cell parts—does a job to keep that organ working just right.



What makes up these organs?

**KEY CONCEPTS**

- cell ✓
- cell membrane ✓
- cytoplasm ✓
- organelle ✓
- nucleus ✓
- mitochondria ✓
- tissue ✓
- organ ✓
- organ system

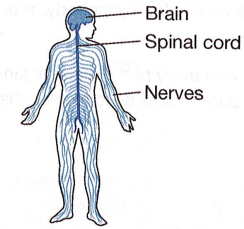
**LESSON 3: BEYOND THE BASICS**

**Grade 7 Bearcat Day 13 Science**

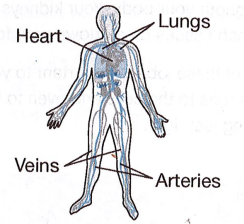
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A group of organs that work together make up an **organ system**. An example of an organ system is your nervous system, shown below. The major organs in your nervous system are your brain, spinal cord, and nerves. Your nervous system controls the rest of your body. It controls organs such as your heart without your having to think about it. It also lets you feel pain so that you will move away from danger. Without your nervous system, you could not think or move to climb hills!

**Nervous System**

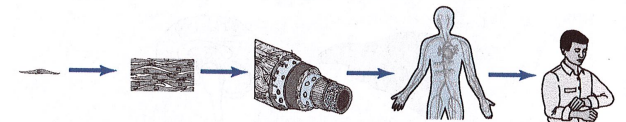


**Circulatory System**



Another organ system is the circulatory system. It moves blood throughout your body and helps you fight infection. It caused your knee to bleed when you fell. What jobs do you think your respiratory, skeletal, and muscular systems do?

**Levels of Organization**



- Cellular level**  
Cells are made up of molecules.
- Tissue level**  
Tissues consist of similar types of cells.
- Organ level**  
Organs are made up of different types of tissues.
- Organ system level**  
Organ systems consist of different organs that work together closely.
- Organism**

What do you get when you have a group of organ systems working together? You get an organism, like yourself. That's the final level, shown above.

At the top of the hill, you thought about how cells are like towns. Perhaps you could think of organs as states and organ systems as countries. Working together, countries make up the world—just as organ systems make up the organism that is you!

EXPLORE


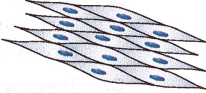



Use the words below to complete the table.

- Organ system
- Human
- Cell
- Muscle tissue
- Organism
- Stomach
- Muscle cell
- Organ

INQUIRY SKILLS

- interpreting diagrams ✓
- sequencing ✓

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Level of Organization	Example	Example Name
		
Tissue		
		
		Digestive system
		

PUTTING IT ALL TOGETHER

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You are now ready to show you understand the key concepts covered in this topic. Read each question. Circle the letter of the best answer.

1. Which of the following cell parts takes in food and turns it into energy?
  - A. cell membrane
  - B. cytoplasm
  - C. mitochondria
  - D. nucleus
  
2. Which of the following cell parts controls all the cell's activities?
  - A. cell membrane
  - B. cytoplasm
  - C. mitochondria
  - D. nucleus
  
3. In general, the parts of a living thing are organized by
  - A. color and shape.
  - B. number of parts.
  - C. shape and size.
  - D. structure and function.
  
4. Your skin is one example of
  - A. a cell.
  - B. a tissue.
  - C. an organ.
  - D. an organ system.
  
5. Which of the following is true of cells?
  - A. They are made up of tissues.
  - B. They are the most complex living things that are able to survive alone.
  - C. They are the smallest living things that are able to survive alone.
  - D. They cannot be broken into smaller pieces.

D60fk

**Grade 7 Bearcat Day 13 Science**

- 6. An organ system consists of
  - A. organisms working together.
  - B. plant and animal cells.
  - C. one organ with a specific function.
  - D. organs working together.
  
- 7. What feature helps epithelial tissue cover and protect body surfaces?
  - A. It grows new tissue easily.
  - B. The cells are closely packed.
  - C. The cell membrane is solid.
  - D. It is thicker than most tissues.
  
- 8. What kind of tissue is the brain made of?
  - A. connective
  - B. epithelial
  - C. muscle
  - D. nerve
  
- 9. Which of the following is an example of connective tissue?
  - A. blood
  - B. muscle
  - C. skin
  - D. tongue
  
- 10. Which of the following is a fluid that fills a cell and gives it shape?
  - A. cell membrane
  - B. cytoplasm
  - C. mitochondria
  - D. nucleus