

HAMPSHIRE COUNTY SCHOOLS

Snow and Ice Packet (SIP)

6th Grade

Day 3

Instructions: Read ALL Instructions carefully before you begin.

- Complete this packet on **Day 3** for all classes you are taking if a snow and ice packet day is announced by Hampshire County Schools. Check off each subject when it is completed. You do not have to complete work for classes you are not currently taking.

- English _____
- Math _____
- Science _____
- Social Studies _____
- Foreign Language (if taking that class) _____
- Related Arts (2 classes) _____

- Write your name, date, grade, and class period on the top of each work page.
- Turn in each assignment to the correct teacher on the day you return to school. Each assignment will be counted as a standard class grade as determined by your teacher.

6th Grade English/Language Arts – Day 3

Name _____

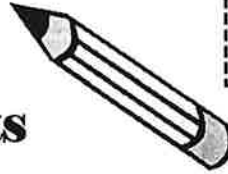
Grade _____

Date _____

Hook: Sentence that draws the audience into the writing (question, interesting fact, quote, example, personal story, etc.)
Main idea: Sentence(s) that tells what the paragraph is about.
Conclusion: Sentence that wraps up the paragraph or ties up all the loose ends.



Written Prompts



Write an informative paragraph about how your life would be different without computers. When finished writing the paragraph, underline the “hook” in blue, the main idea in green, and the concluding sentence in red.

Write an informative paragraph about one major problem that is facing our world today. What steps could be taken to solve it? How long do you think it would take to solve the problem? When finished writing the paragraph, underline the “hook” in blue, the main idea in green, and the concluding sentence in red.

Your school has just hired several new substitute teachers. The principal has asked each student for a suggestion that will help the substitutes succeed. Write to inform the new substitutes about the most important thing they must do to be successful in your school. When finished writing the paragraph, underline the “hook” in blue, the main idea in green, and the concluding sentence in red.

Turn this in upon return to school.



This Photo by Unknown Author

Task Card # 1

Mike is building a deck and spends \$52.20 on railing spindles. If he purchases 42 spindles how much did he pay for each spindle?

Task Card #2

Brennen drove a total of 329.44 miles in one weekend. If his car averaged 24.5 miles per gallon, how many gallons of gas did the car use?

Task Card # 3

Carli is saving to buy a new Play Station game. The game she wants to purchase costs \$59.99. If she saves \$4.95 each week how long will she have to save in order to purchase the game?

Task Card #4

Cooper spent \$ 6.75 on wire to build a rabbit hutch. Wire costs \$0.45 per foot. How many feet of wire did Cooper buy?

Name: _____

Date: _____

6th Grade Math Day 3



Problem Solving

Nitrogen Fertilizers— Too Much of a Good Thing?

It takes a lot of food to feed the 6 billion people on this planet. Thanks to the invention of nitrogen fertilizers, however, more of the world's population now has enough to eat. Nitrogen fertilizers help plants grow and increase the amount of crops that are harvested. The use of all this nitrogen fertilizer, however, can cause some environmental and health problems.

Decades of Runoff

In the 1960s, researchers first noticed lakes and rivers that were suffering from the effects of large amounts of nitrogen. Too much nitrogen results in excessive plant growth in water. Plants such as algae choke out other life-forms that cannot get enough oxygen. Decades later, researchers say nitrogen fertilizers are having a negative effect on forests and coastal waters, as well. Nitrogen washes off farmland and into rivers, lakes, and oceans. Much of the nation's land no longer can absorb or break it down.

In the 1980s, scientists found that well water in a northeastern Iowa community had been contaminated. The water contained dangerous levels of nitrates, a kind of by-product of nitrogen fertilizer. Scientists traced the problem back to the increased use of nitrogen fertilizer by local corn growers.

Corn needs a lot of fertilizer, so farmers were spreading manure on their land, applying nitrogen fertilizer to the crops, and growing legumes every other season. (Legumes, such as soybeans, leave nitrogen in the soil even after harvest.) This triple dose of nitrogen became part of the agricultural runoff that seeped into the groundwater and made the area's well water unsafe.

In addition to making drinking water unsafe, nitrogen can kill water plants and algae. With plants and algae gone, fish and other living organisms that rely on them for food also disappear.

Even though nitrogen is good for plants and helps them grow, too much of it affects the trees and soils of the world's forests. Nitrates in acid rain take important minerals out of the soil. Nitrates also can get into the leaves of the trees. This makes the trees grow, but because the soil lacks necessary minerals, the trees are weak. They become targets for mildew, insects, and disease.

Possible Solutions

Recognizing the dangers of excess nitrogen is the first step in fixing the problem. To help, farmers can rotate their crops. First, they can plant legumes to leave nitrogen in the soil. Then they can plant corn to take nitrogen out of the soil. If farmers plant soybeans one year and corn the next, the nitrogen left by the soybeans lets them use less nitrogen fertilizer during a corn crop year.

Another way for farmers to cut back on the use of nitrogen fertilizer is to monitor the soil carefully. The need for fertilizer changes with weather and crop conditions. If farmers are able to predict nitrogen levels in their crops, they can adjust the amount of fertilizer needed by that crop at different times during the growing season. Because wetlands naturally absorb nutrients like nitrogen, another way to reduce excess nitrogen is to restore the nation's wetlands.

Applying Problem Solving Skills

1. Detail the journey of nitrogen, from application on a farm to runoff in the ocean. Where would it go and how might it affect the environment?
2. Do the benefits outweigh the problems caused by nitrogen-based fertilizer? Justify your answer.

Social Studies

Name: _____

ROSIE THE RIVETER WEBQUEST

Directions: Complete the following questions using the websites listed below.

<http://www.history.com/topics/world-war-ii/rosie-the-riveter>



1. What did American women do at the homefront during World War II?
2. What percent did the female workforce increase between 1940 and 1945?
3. What was meant by "Rosie the Riveter"? What was the goal of the campaign?
4. What industry saw the greatest increase in female workers?
5. More than _____ women worked in the U.S. aircraft industry in 1943, making up _____ (compared to just 1 percent in the pre-war years). The munitions industry also heavily recruited women workers, as illustrated by the U.S. government's _____.

6. Was "Rosie the Riveter" based on a single person? Explain.

7. Explain the entry of women into the armed forces during World War II.

8. What did Congress institute in May of 1942?

9. According to the website, what women became the first to fly American military aircraft?

Rosie the Riveter

CONTENTS

1. Rosies in the Workforce
2. Who Was Rosie the Riveter?
3. WACs
4. WASPs

Rosie the Riveter was the star of a campaign aimed at recruiting female workers for defense industries during World War II, and she became perhaps the most iconic image of working women. American women entered the workforce in unprecedented numbers during the war, as widespread male enlistment left gaping holes in the industrial labor force. Between 1940 and 1945, the female percentage of the U.S. workforce increased from 27 percent to nearly 37 percent, and by 1945 nearly one out of every

four married women worked outside the home.

Rosies in the Workforce

While women during ~~World War II~~ worked in a variety of positions previously closed to them, the aviation industry saw the greatest increase in female workers.

More than 310,000 women worked in the U.S. aircraft industry in 1943, making up 65 percent of the industry's total workforce (compared to just 1 percent in the pre-war years). The munitions industry also heavily recruited women workers, as illustrated by the U.S. government's Rosie the Riveter propaganda campaign.

Based in small part on a real-life munitions worker, but primarily a fictitious character, the strong, bandanna-clad Rosie became one of the most successful recruitment tools in American history, and the most iconic image of working women in the World War II era.

Did you know? Though women who entered the workforce during World War II were crucial to the war effort, their pay continued to lag far behind their male counterparts: Female workers rarely earned more than 50 percent of male wages.

In movies, newspapers, posters, photographs and articles, the Rosie the Riveter campaign stressed the patriotic need for women to enter the workforce. On May 29, 1943, *The Saturday Evening Post* published a cover image by the artist Norman Rockwell, portraying Rosie with a flag in the background and a copy of Adolf Hitler's racist tract "Mein Kampf" under her feet.

Though Rockwell's image may be a commonly known version of Rosie the Riveter, her prototype was actually created in 1942 by a Pittsburgh artist named J. Howard Miller, and was featured on a poster for Westinghouse Electric Corporation under the headline "We Can Do It!"

Early in 1943, a popular song debuted called "Rosie the Riveter," written by Redd Evans and John Jacob Loeb, and the name went down in history.

Who Was Rosie the Riveter?

The true identity of Rosie the Riveter has been the subject of considerable debate. For years, the inspiration for the woman in the Westinghouse poster was believed to be Geraldine Hoff Doyle of ~~Michigan~~, who worked in a Navy machine shop during World War II.

Other sources claim that Rosie was actually Rose Will Monroe, who worked as a riveter at the Willow Run Bomber Plant near Detroit. Monroe also was featured in a promotional film for war bonds.

And Rosalind P. Walter from Long Island, ~~New York~~, is known to be the Rosie from the popular song by Evans and Loeb. Walter was, in fact, a riveter on Corsair fighter planes.

But the most credible claim on Rosie's legacy came from Naomi Parker Fraley, who was photographed working in the machine shop at the Naval Air Station in Alameda, ~~California~~. In the 1942 photo, she is sporting a telltale polka-dotted bandana. Fraley passed away in January 2018.

WACs

In addition to factory work and other home front jobs, some 350,000 women joined the Armed Services, serving at home and abroad. At the urging of First Lady ~~Eleanor Roosevelt~~ and women's groups, and impressed by the British use of women in service, General George Marshall supported the idea of introducing a women's service branch into the Army.

In May 1942, Congress instituted the Women's Auxiliary Army Corps, later upgraded to the Women's Army Corps, which had full military status. Its members, known as WACs, worked in more than 200 non-combatant jobs stateside and in every theater of the war.

By 1945, there were more than 100,000 WACs and 6,000 female officers. In the Navy, members of Women Accepted for Volunteer Emergency Service (WAVES) held the same status as naval reservists and provided support stateside. The Coast Guard and Marine Corps soon followed suit, though in smaller numbers.

WASPs

One of the lesser-known roles women played in the war effort was provided by the Women's Airforce Service Pilots, or WASPs. These women, each of whom had already obtained their pilot's license prior to service, became the first women to fly American military aircraft.

They ferried planes from factories to bases, transporting cargo and participating in simulation strafing and target missions, accumulating more than 60 million miles in flight distances and freeing thousands of male U.S. pilots for active duty in World War II.

More than 1,000 WASPs served, and 38 of them lost their lives during the war. Considered civil service employees and without official military status, these fallen WASPs were granted no military honors or benefits, and it wasn't until 1977 that the WASPs received full military status.

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Citation Information

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COMPUTER HARDWARE AND TECHNIQUE

U B Y K C B D K T U P N I O T
W P Z B Z U E I N V J W R U E
U L C L B Y R G S M L P Y T C
D K B H B E O V S K E W I P H
V O K O T S T T E P D J H U N
P C A N W P I O Y D R R Z T I
E R I U L V N T L E J A I G Q
D R F E E T O N F L O O R V U
P X A A Y R M M W Z H W G V E
B X J W C V O G C X E F C H E
I T Q I D U K T I P P M O R H
W L M L S R D X N Q I I P Q B
N H C E M Y A B A A O R X N Y
L E Y Z G Y L H O M E R O W Q
K V T H G I A R T S G B W J E

CPU
CURVED
DISK DRIVE
FEET ON FLOOR
HARDWARE

HOMEROW
INPUT
KEYBOARD
MICROTYPE
MONITOR

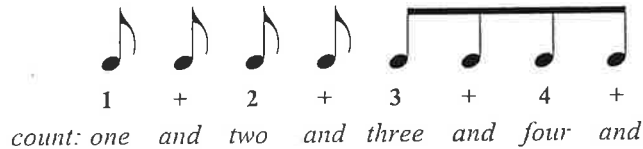
MOUSE
OUTPUT
PRINTER
STRAIGHT
TECHNIQUE

Lesson 12: Eighth Notes

An eighth note looks like a quarter note with a flag. If two or more eighth notes appear in a row, the eighth notes are connected with a beam.



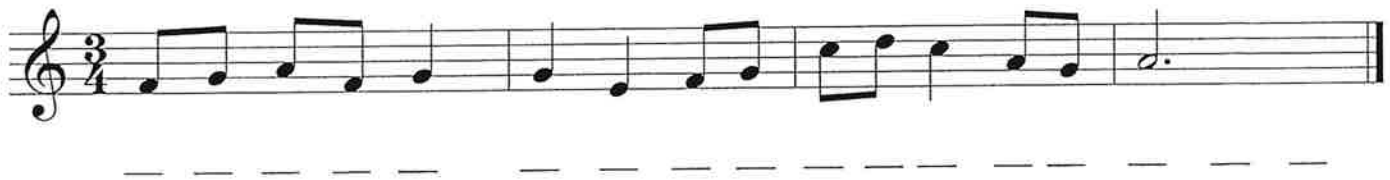
An eighth note has a value of half of a beat. When writing the counts, use a plus sign (+) for eighth notes.



1. Clap the rhythm of the notes while counting the beats out loud.



2. Write in the beats below the notes indicated. Then clap the rhythm while counting the beats out loud.



3. Write a $\frac{3}{4}$ time signature after the clef sign. Write in the beats below the notes indicated. Then clap the rhythm while counting the beats out loud.



4. Write in the count below the notes and then add the missing barlines.



Major Scales

A scale is a set of notes arranged diatonically. A diatonic arrangement is a stepwise sequence (a C followed by a D followed by an E etc.). Scales are identified by the unique set of intervals found between each note in the scale. MAJOR scale's unique set of intervals are: whole, whole, half, whole, whole, whole, half. The major scale has a great model which is the unique sequence of notes from C to C on the piano.

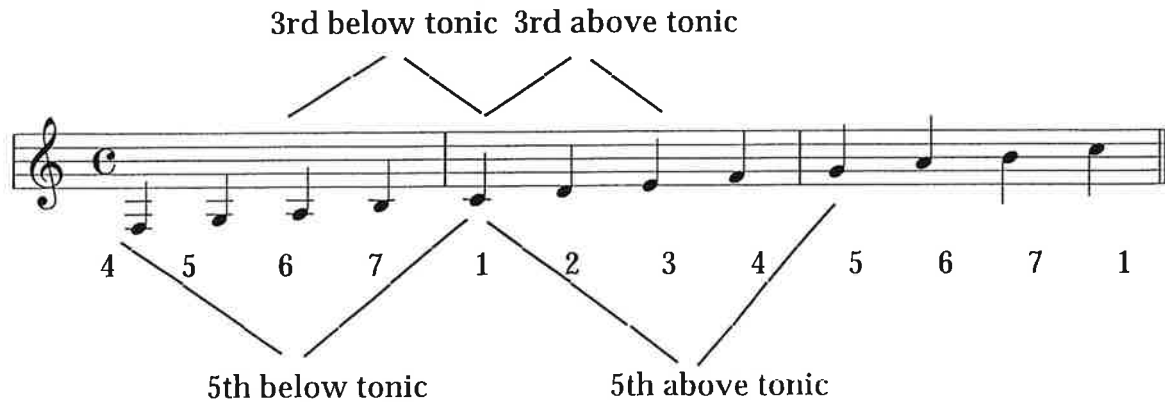


Whole Whole Half Whole Whole Whole Half

The major scale is made up of eight tones organized in a diatonic fashion ie. a C D E F G A B C. The first and last notes are an octave apart. The sequence of intervals found between each note in the scale is (W,W,1/2,W,W,W,1/2).

There are fifteen different major scales found in western music, our model (C) and seven scales with sharps and seven with flats.

The notes in a major scale can be numbered 1 thru 8. They also have names: the 1st note is the Tonic, the 2nd is the Supertonic, the 3rd is the Mediant (a third above the tonic), the 4th is the Subdominant (a fifth below the tonic), the 5th is the Dominant (a fifth above the tonic), the 6th is the Submediant (a third below the tonic), and the 7th is the Leading tone.



Sharp Major Scales Practice

Complete the sharp major scales found below by using the WWHWWH concept learned on the previous page. You will notice that each scale has one more sharp than the previous scale. Notice where the new sharps are placed each time and also the relationship (the interval) of the starting note (the tonic) of each scale to the tonic of the scale before and after.

The image displays eight musical staves, each in treble clef and common time (C). The first two staves contain partial scales: the first starts with C4 and the second with C4 and includes a sharp sign (F#) on the fifth line. The remaining six staves are blank, each beginning with a common time signature and a single note on the first line (C4), followed by a bar line and an empty staff for completion. This sequence represents the progression of sharp major scales: C major, F# major, C# major, G# major, D# major, and A# major.

Flat Major Scales Worksheet

Complete the flat major scales below by using the WWHWWWH concept learned on the previous page. You will notice that each successive scale has one more flat than the previous scale. Notice where the new flats are placed within the scale each time and also the relationship (the interval) of the starting note (the tonic) of each scale to the tonic of the scale before and after.

The worksheet contains eight musical staves, each starting with a treble clef and a common time signature 'C'. The first staff contains the first six notes of a C major scale: C, D, E, F, G, A. The second staff contains the first seven notes of a Bb major scale: Bb, C, D, E, F, G, A. The third through eighth staves each begin with a single note in the first measure, representing the tonic of the next flat major scale: Bb, Cb, Db, Eb, Fb, Gb. The rest of each staff is blank for the student to complete the scale.

Name: _____

Directions: Fill in the chart for each day we are out for snow, ice or cold. Complete at least 30 minutes of physical activity and write down what you ate each day. Snacks should be included. Examples: shoveling snow, playing in the snow, walking the dog, etc. Have a parent/guardian sign each day.

Date: _____

Day 1

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 2

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 3

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 4

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 5

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Snow Day Art Challenge

Choose one of the challenges below. Then use whatever resources you have at home. Please bring your entry back to the art teacher the next day that we DO have school! * Some challenges require a photo to be emailed to your teacher. Good luck and happy making!

1). DRAW:

Draw a snow globe. It must contain a main object surrounded by a creative landscape. Your picture must include a foreground, middle ground, and background.

2). BUILD:

Build the tallest tower possible out of ice cubes. Do it on a towel... ice melts! Take a picture for evidence and email it to your teacher. You should be in the photo too, for size reference!

3). DESIGN:

Design and draw a blueprint of the ultimate sled. Be sure to draw it from different angles to show all the unique features. (rocket boosters, automatic cocoa machine, etc... be creative!)

4). MAKE:

Make as many individually cut snowflakes from full sized paper (8.5 X 11) as possible. Each snowflake must be made from one piece of paper. (No confetti snowflakes please!)

5). IMAGINE:

Imagine a world where things (besides snow) fell from the sky like candy, cats, coffee...you decide! Draw or paint what that place would look like.

6). CREATE:

Go outside and build a snow sculpture! Take a picture for evidence and email it to your teacher. You should be in the photo too, for a size reference.