

# Taylor County Schools

## Day 4

Seventh Grade



1. Complete this packet on the fourth ICE Day.
2. Write your name on the booklet.
3. Return this completed packet after the ICE Pack Day. You will keep the others in the envelope for future ICE Pack Days.

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

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

## Commas and Coordinating Adjective

Coordinating adjectives are adjectives that describe the same noun and are equal in importance. Ask yourself these questions as a way to determine if the adjectives are coordinating adjectives.

- A. Does the sentence make sense if "and" is added between the adjectives?
- B. Does the sentence make sense if the adjectives are reversed?

If the answer is yes to these questions, then they are coordinating adjectives.

Use a comma between coordinating adjectives.

**Example 1:**

He ~~was~~ a sweet, helpful child. These are coordinating adjectives. The sentence still sounds sensible if it is written as "He was a sweet and helpful child," or "He was a helpful, sweet child."

**Example 2:**

They ~~lived~~ in an old brick house. These are not coordinating adjectives. The sentence sounds awkward if it is written as "They lived in an old and brick house," or "They lived in a brick old house."

Decide if the adjectives below are coordinating adjectives and check the appropriate box. Rewrite each of the sentences and add commas where they are needed.

1. We went down the long dirt road.  
 coordinating adjectives                       non-coordinating adjectives  
 \_\_\_\_\_
2. The quiet respectful class listened to the guest speaker.  
 coordinating adjectives                       non-coordinating adjectives  
 \_\_\_\_\_
3. The mighty winter storm howled through the night.  
 coordinating adjectives                       non-coordinating adjectives  
 \_\_\_\_\_
4. They liked the fun surprise party.  
 coordinating adjectives                       non-coordinating adjectives  
 \_\_\_\_\_
5. The choir sang a happy merry song.  
 coordinating adjectives                       non-coordinating adjectives  
 \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Name \_\_\_\_\_ Test the Hypothesis (Part 3)

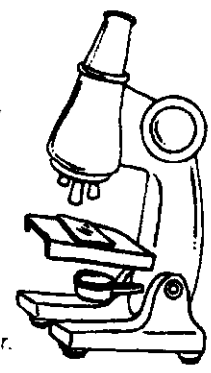
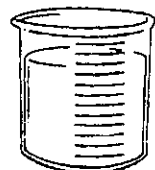
## Lab Safety

When you perform an experiment at home or school, your first priority should be your safety and the safety of those around you. When you experiment at school, ALWAYS follow your teacher's or the book's instructions and NEVER try anything on your own without asking the teacher first.

Complete each of the important safety tips below with a word or phrase from the box. Each word or phrase will only be used once.

organized	flame	glassware	wash	cords
long hair	clean up	directions	well-lit	taste
ask questions	teacher	eat or drink	shoes	sharp
safety goggles	broken glass	closed	live plants or animals	spill
plastic gloves	unapproved	safety equipment	heat-resistant gloves	apron
lab materials				

1. Always \_\_\_\_\_ your hands before and after an experiment.
2. Read all \_\_\_\_\_ before beginning the experiment and ask questions if you are unsure of directions.
3. Keep your work area neat and \_\_\_\_\_.
4. Know the location of \_\_\_\_\_ and how to use it.
5. Always wear \_\_\_\_\_ when working with chemicals, burners, or any substance that may hurt your eyes.
6. Never touch, \_\_\_\_\_, or smell any chemical.
7. Be careful not to \_\_\_\_\_ any materials. If a spill does occur, clean it up immediately.
8. Never reach across a \_\_\_\_\_.
9. Pull back \_\_\_\_\_ and push up sleeves.
10. Have an adult handle \_\_\_\_\_ objects such as knives or blades.
11. Always work in a \_\_\_\_\_ and well-ventilated area.
12. Never heat liquids in a \_\_\_\_\_ container.
13. Always use the tongs, clamps, or \_\_\_\_\_ when moving hot containers.
14. Never use broken or chipped \_\_\_\_\_.
15. Dispose of \_\_\_\_\_ or other sharp objects in the proper container.
16. Notify the \_\_\_\_\_ immediately if you are cut, burned, or otherwise hurt.
17. \_\_\_\_\_ your work area when the experiment is completed.
18. Return all \_\_\_\_\_ to their proper location when the experiment is completed.
19. Never perform unsupervised or \_\_\_\_\_ experiments.
20. Wear an \_\_\_\_\_ to protect yourself and your clothes from chemicals.
21. Wear closed-toe \_\_\_\_\_ when performing experiments.
22. Make sure appliances are working properly and keep \_\_\_\_\_ untangled and out of walking paths.
23. Handle \_\_\_\_\_ with care and never be cruel or harm living creatures in an experiment.
24. Make sure you know how to use all of the equipment and \_\_\_\_\_ if you don't.
25. Wear \_\_\_\_\_ to protect your hands when handling live animals, plants, or chemicals.
26. Do not \_\_\_\_\_ while completing an experiment.



Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Hammurabi's Code # 229: If a builder builds a house for someone, and does not construct it properly, and the house which he built falls in and kills its owner, then that builder shall be put to death.

**Situation 2**

*What should happen to a boy who slaps his father?*

Hammurabi's Code # 195: If a son strikes his father, his hands shall be hewn (cut) off.

**Situation 3**

*What should be done about a wife who ignores her duties and belittles her husband?*

Hammurabi's Code # 143: If the woman has not been careful but has gadded about, neglecting her house and belittling her husband, they shall throw that woman into the water

**Situation 4**

*What should be done to the man who can not pay his debts?*

Hammurabi's Code # 117: If a man be in debt and is unable to pay his creditors, he shall sell his wife, son, or daughter, or bind them over to service. For three years they shall work in the houses of their purchaser or master; in the fourth year they shall be given their freedom.

**Situation 5**

*What should happen if a nobleman dies during surgery?*

Hammurabi's Code # 218: If a doctor makes a large incision with an operating knife and kills a nobleman or commoner, or opens a tumor with the operating knife and cuts out the eye of a nobleman or commoner, the doctor's hands shall be cut off.

**Situation 6**

*What should the punishment be for robbery?*

Hammurabi's Code # 22: If anyone is committing a robbery and is caught, then he shall be put to death.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Hammurabi's Code of Law



Would you apply laws the same way King Hammurabi did in Ancient Mesopotamia? For each situation, record your idea of how the law should apply. Then, see how Hammurabi's Code applied to the situation. Write down your reaction to Hammurabi's Code - Do you think it is fair? Too lenient? Too harsh? You decide!!

**Hammurabi's Code Activity (use your own paper if you cannot fit on here)**

Situation	I think a fair law would be...	Hammurabi's Code said...	My Reaction to Hammurabi's Code is...
#1			
#2			
#3			
#4			
#5			
#6			

**Situation 1**

*What should be done to the carpenter who builds a house that falls and kills the owner?*

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Linear Equations Worksheet**

Solve the equations.

1 a. $4 + n = -5 + (-9)$	1 b. $9 + v = -7$
2 a. $-2 = -4 + x$	2 b. $2 = 10b$
3 a. $-7 = -8t - 12t$	3 b. $1 \cdot 2 = \frac{w}{-6}$
4 a. $\frac{v}{7} = 5$	4 b. $\frac{n}{12} = -5 - 11$

## Gangs of the Old West

### Outlaw Gangs

In the 1800's, people began to expand westward in the United States for cheap land. The trip west was dangerous for many reasons; which included dangerous terrain and diseases. Another threat to pioneers was an encounter with outlaw gangs.

Outlaw gangs go as far back in history as man. In the early 1800's, outlaw gangs consisted of several dangerous men who stopped covered wagons and robbed the men and women of their valuable belongings. Much like gangs today, these gangs often had their own hand signs, rituals, symbols and slang, as they clustered together for means of force and protection.



### Famous Gangs

*Archer Brothers*, Indiana (1800s)

*Jesse Evans Gang*, New Mexico (1872-79)

*Lee Gang*, Texas (1885)

*Red Jack Gang*, Arizona (1866-68)

*Seven River Warriors*, New Mexico (1770's)

*Sam Bas Gang*, Texas to Arizona (1877-78)

*Roger Brother's Gang*, Oklahoma (1890's)

*The Innocents*, Montana (1863-64)

*McCarty Gang*, Utah (1892-93)

### Infamous Outlaw Gangs

Several outlaw gangs have become infamous, or famous for something bad they have done. Stories from these gangs have been passed down from generation to generation. Several western movies have been made based on the lives of outlaw gangs.

Probably the most famous outlaw gang was *The Rustlers*, in which Billy the Kid was the leader. This gang primarily stole cattle, robbed trains and made counterfeit money. They were very dangerous men. Several of them were killed by sheriff Pat Garrett; however many went on to continue their careers until their death.

7. What was the effect of cheap land out West?
- a) People got a great deal on land.
  - b) There were many robbers out West.
  - c) Many people moved out West.
  - d) People left homes out East unoccupied.
8. The trip out west was dangerous. Which sentence best explains the cause of the statement?
- a) Outlaw gangs stole people's belongings.
  - b) The terrain was dangerous.
  - c) Disease caused many illnesses and deaths.
  - d) All of the above
9. Which is likely the reason the author included the text box, *Famous Gangs*?
- a) To show that there were many famous gangs all over the West.
  - b) To show the most popular gang members.
  - c) To show the reader a list of dates and gangs
  - d) To show the case of many robbers.
10. Why did the author write the article, *Gangs of the Old West*?
- a) To inform the reader about Gangs of the old west.
  - b) To entertain readers with details from the old west.
  - c) To explain how Gangs of the Old West were formed.
  - d) To explain how gangs of the Old West were punished.
11. What was the effect of *The Rustlers'* gang related activity?
- a) They stole cattle
  - b) They robbed trains
  - c) They robbed carriages
  - d) Both A and C are correct
  - e) Both A and B are correct
  - f) Both B and C are correct





Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Jazz Musicians Word Search

by Ms. Garrett

[www.musictechteacher.com](http://www.musictechteacher.com)

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

MORTON  
DORSEY  
PARKER  
HOLIDAY  
ARMSTRONG  
BECHET  
GOODMAN  
SMITH  
HANDY  
WATERS  
COLTRANE  
KRUPA  
HAMPTON  
JOHNSON  
HAWKINS  
BASIE  
ELLINGTON  
FITZGERALD  
BRUBECK

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**FITNESS HOMEWORK – Nutrition**

***Why is Proper Nutrition Important?***

Are nutrition and health related? Is healthy eating important? Of course! Like a finely-tuned racing car, your body needs the right fuel (food) and regular maintenance (exercise, lifestyle and mental attitude) to achieve its true health potential. Nothing is more important than healthy eating! Put in the wrong fuel or let it go without regular use and there's no way it can deliver its full power and performance. Without healthy eating, your body's engine will cough, splutter and eventually stall.

**Maintaining a balanced diet by healthy eating can:**

- Give you vitality and energy for life
- Help you stay at a weight that's right for you
- Boost your immune system
- Improve sports performance
- Delay the effects of aging
- Keep you active and fit into old age
- Help beat tiredness and fatigue
- Protect teeth and keep gums healthy
- Enhance your ability to concentrate and possibly alter mood
- Ward off serious illnesses like heart disease, certain cancers, mature-age onset diabetes, and gallbladder disease

*A healthy lifestyle must be reinforced at home as well as at school. That is why it is so important to start positive exercise habits at a young age and that is the main reason we have fitness homework here at Mattawoman. Most fitness homework assignments will be brief but they **will be collected and graded every time**. All fitness homework must be signed by a parent. Hopefully these fitness home works will be motivating for the entire family and will help every student.*

**Assignment – Physical – 30 min. Muscular Endurance workout. What did you do? \_\_\_\_\_**

**Parent Signature(Required):** \_\_\_\_\_

**I participated with my child: Yes \_\_\_\_\_ (.5 extra credit) No \_\_\_\_\_**

1. Which fact from above stood out to you? And why?

2. What physical muscular endurance activity benefits you the most and why?

3. Why is it so important to eat healthy balanced meals?

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Calculating Heart Rate**Use the following equation to calculate your Maximum Heart Rate:

$$220 - (\text{your age}) = \text{Max Heart Rate}$$

1.)  $220 - \underline{\quad\quad} = \underline{\quad\quad}$

Calculate your Resting Heart Rate:

Find your pulse (located on your wrist or neck) and count the beats for 30 seconds.  
Double that number to get your resting Heart Rate.

$$(\text{Beats in 30 seconds}) * 2 = \text{Resting Heart Rate}$$

2.)  $\underline{\quad\quad} * 2 = \underline{\quad\quad}$

It is recommended that people exercise between 65% and 90% of their Max Heart Rate.

Do a physical activity of your choice for 30 minutes. Calculate your HR after exercise.

Calculate your HR after 30 minutes. (Use the same equation you used for Resting HR).

$$(\text{Beats in 30 seconds}) * 2 = \underline{\quad\quad}$$

3.)  $\underline{\quad\quad} * 2 = \underline{\quad\quad}$

Did you reach the recommended 65-90% of Max HR? \_\_\_\_\_

Answer from #3 (your HR after 30 min exercise) and divide it by your answer from #1.  
Multiply that number by 100 to get your percentage.