

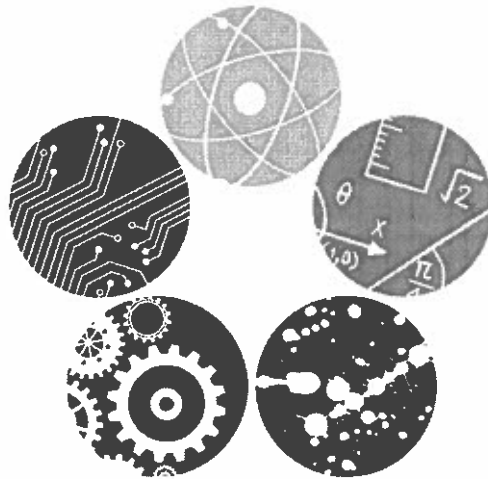
PARK FOREST MIDDLE SCHOOL



CREATIVE SCIENCES AND ARTS MAGNET

Home Learning Packet

Grade 7



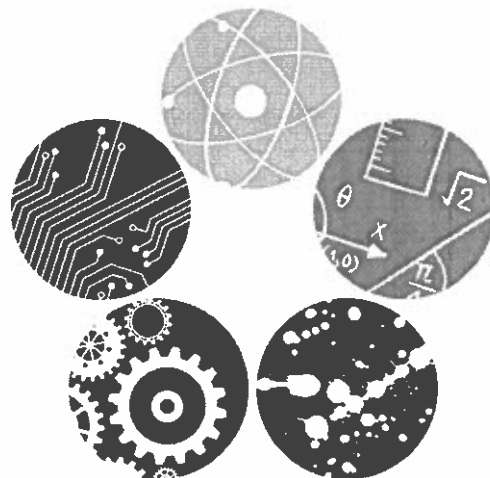
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Home Learning Packet

ELA



Name: _____

Main Idea 2

Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. Being a clown isn't all fun and games. Rodeo clowns expose themselves to great danger every time they perform. When cowboys dismount or are bucked off of bulls at riding competitions, rodeo clowns jump in front of the bulls and motion wildly to get their attention. In this way rodeo clowns provide an alternate target, and in doing so protect the rider. So you see, sometimes clowning around can be serious business.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

2. The wolverine, a medium sized mammal weighing no more than 50 lbs., has earned its reputation for ferocity with its documented ability to kill prey many times its size. The reason why wolverines have so many conflicts with other animals (including wolves, cougars, and even bears) is probably because of the wolverine's preferred hunting style. Rather than chasing down or tricking its prey like most hunters, the wolverine prefers to take its meals directly from other hunters. So while a polar bear or a lone wolf might be enjoying a hard earned carcass, a hungry wolverine may try to take his lunch. This keeps the wolverine in plenty of fights.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

3. Sometime in December of 1891, Dr. James Naismith, a gym teacher at the YMCA College in Springfield, Massachusetts was trying to keep his gym class active on a rainy day. He wanted a vigorous game that would keep his students moving. After rejecting a few other ideas because they were too rough or not suited for the walled-in gym, Naismith wrote out the rules for a game with peach baskets fixed to ten-foot elevated tracks. Naismith's students played against one another, passing the ball around and shooting it into the peach baskets. Dribbling wasn't a part of the original game, and it took a while to realize that the game would run more smoothly if the bottoms of the baskets were removed, but this game grew to be one of the most popular sports in America today. Can you guess which one?

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____



Read the story below.

Elwin and Allorah ran through the caves, trying to escape the troll. They knew there must be some way out of the maze of chambers. They could almost smell the fresh air. It would be welcomed after so long underground.

As they turned a corner, they entered a large cavern. It was lit brightly with crystal fire. They saw clearly three separate wooden doors. On one was written "B. LOWE ATER," The middle one had "COMB U. STION" written on it. The last one said "SPLEN DEO GLEN."

A tiny elf glided toward them. Its high voice rang through the cavern.

"You are looking for escape," it said. "One of these doors will lead you to safety. I am forbidden from telling you which one. I can tell you this: one door leads to the bottom of the sea, one into a blazing fire and one to a grassy meadow. Each door is logical to its end. You must decide quickly, as the troll will find you very soon. Good luck."

With that, the elf glided away into the corners of the cavern. Elwin and Allorah knew immediately which door to pick.



Write the ending of the story. Explain which door Elwin and Allorah picked and how they knew it was the correct door.

1 page (front and back)

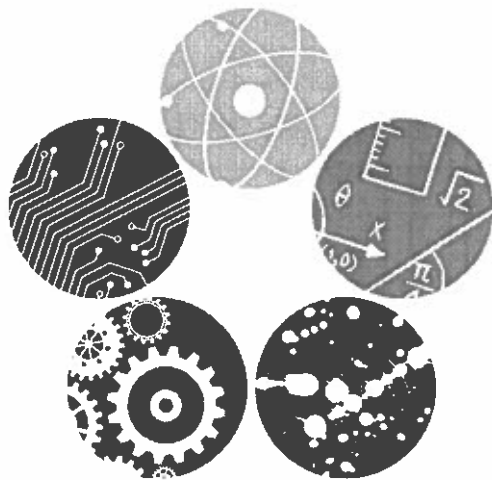
Handwriting practice lines consisting of multiple horizontal lines for writing.

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Home Learning Packet

Math



Subtracting unlike fractions

Grade 5 Fractions Worksheet

Find the difference.

1. $\frac{5}{7} - \frac{2}{3} =$ _____

2. $\frac{2}{3} - \frac{3}{8} =$ _____

3. $\frac{6}{7} - \frac{2}{6} =$ _____

4. $\frac{4}{6} - \frac{4}{8} =$ _____

5. $\frac{4}{5} - \frac{2}{3} =$ _____

6. $\frac{2}{3} - \frac{1}{6} =$ _____

7. $\frac{8}{12} - \frac{1}{5} =$ _____

8. $\frac{6}{10} - \frac{4}{8} =$ _____

9. $\frac{7}{11} - \frac{1}{3} =$ _____

10. $\frac{2}{8} - \frac{1}{6} =$ _____

11. $\frac{6}{9} - \frac{2}{5} =$ _____

12. $\frac{5}{6} - \frac{2}{6} =$ _____

6.7 Homework

Determine the constant of proportionality(k) for each table and write the relationship between x and y .

1.

x	9	4	2	11
y	63	28	14	77

2.

x	2	3	8	10
y	8	12	32	40

3.

x	4	7	9	14
y	12	21	27	42

4.

x	72	45	36	18
y	32	20	16	8

5.

Number of pie	Number of fruit
2	10
3	15
4	24
5	25

6.

Distance (m)	Time (In minutes)
3	12
4	16
5	20
6	24

Find the constant of proportionality, then use it to fill in the missing values in the table.

7.

x	9		5	
y	36	16		8

8.

x		6	15	9
y	4	2		

Name: _____

Constant of Proportionality - Table

L2S1

The values of x and y are proportional. Determine the constant of proportionality(k) and find the missing values.

1)

x	9		5	
y	36	16		8

2)

x		6	15	9
y	4	2		

3)

x	12		30	48
y		3		8

4)

x			4	
y	25	40	20	60

5)

x	7	11	4	
y			32	24

6)

x		14		
y	21	6	15	3

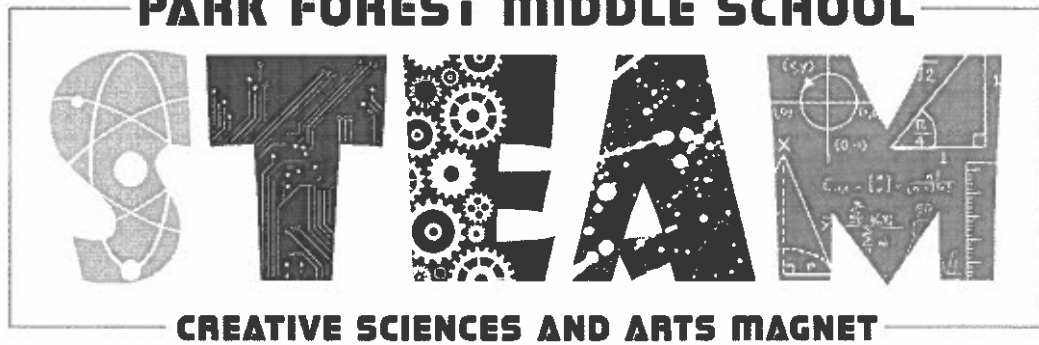
7)

x		5		30
y	14		6	12

8)

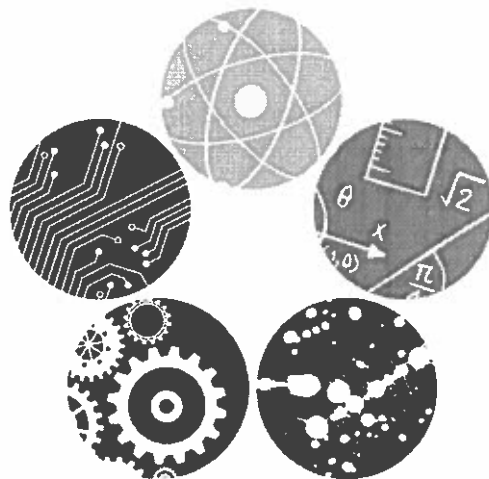
x	3	4		7
y	18		54	

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Home Learning Packet

Science



Name _____

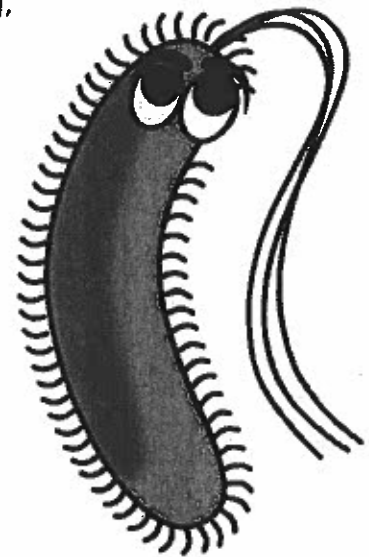
Bacteria

Bacteria are a kind of microorganism that consist of only a single cell. Bacteria have cell walls that are a lot like plants cells. Also like plant cells, bacteria do not have a nucleus. They can be different shapes, including rods, spirals, and spheres. Some bacteria use long tails called flagella to propel themselves forward with a swimming like motion. Some float or glide. Bacteria are everywhere. They live in the air, in the water, in the ground, on our skin, and even inside of our bodies.

We classify certain bacteria as "good" bacteria because they are an important part of our body's system. We actually can't live without them. For example, the bacteria in our digestive system, referred to as the gut microbiome, helps us to digest food and extract nutrients from it. It also plays a role in the functioning of our immune system. Other good bacteria play a similarly critical role in our planet's ecosystem. For example, bacteria called decomposers are a key part of the planet's food chain. These bacteria break down dead organic matter and recycle nutrients to the soil. Other bacteria called Rhizobium help fertilize soil by adding nitrogen, which plants need in order to grow.

Some bacteria, however, can be dangerous to human beings, other animals, or plants. We call these "bad" bacteria pathogens because they cause disease or make us sick. Leprosy, food poisoning, pneumonia, tetanus, and typhoid fever are all pathogens. A special medicine that kills pathogens is called an antibiotic. We also use special cleansing agents called antiseptics to keep bacteria out of wounds or to wash bad bacteria off of our hands.

There is even bacteria in some of our foods. Yogurt, cheese, pickles, and soy sauce are all made using specific strains of bacteria which help to preserve food while giving it a unique flavor.



Name _____ **Bacteria and Viruses**

QUESTIONS: Bacteria

Circle the correct answer.

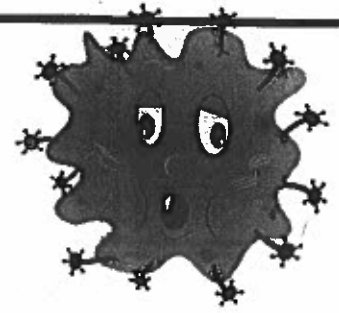
1. What are bacteria?
 - A. long tails that propel single-celled organisms forward
 - B. single-celled organisms that help fertilize soil by adding nitrogen
 - C. a kind of microorganism that consist of only a single cell
 - D. a special medicine that kills pathogens

2. Which of the following is NOT an example of "good" bacteria?
 - A. the bacteria in our digestive system
 - B. decomposers
 - C. pathogens
 - D. Rhizobium

3. Which of the following is NOT a pathogen?
 - A. Rhizobium
 - B. leprosy
 - C. food poisoning
 - D. pneumonia

4. What is an antibiotic?
 - A. bad bacteria that make us sick
 - B. a special cleansing agent that kills bacteria
 - C. a kind of microorganism that consist of only a single cell
 - D. a special medicine that kills pathogens

5. Which of the following food does NOT contain bacteria?
 - A. yogurt
 - B. pickles
 - C. ketchup
 - D. soy sauce



Are Viruses Alive?

Scientists do not agree on whether or not viruses are living creatures. This is because not all scientists think that viruses meet the criteria of what we understand that it means to be alive.

Living things have cells. Some living things, like bacteria, are cells. This is why we call them single-celled organisms. Viruses do not have cells like every other living thing we are aware of on Earth. A virus consists only of its genetic material (DNA or RNA) in a protective coat of protein.

Living things reproduce. Cells make a copy of their DNA in order to reproduce. Viruses are not able to copy their DNA themselves, and they only become active when they come into contact with a host cell. Then they inject their DNA into the cells of their hosts, so that the host cells make copies of the virus' DNA instead. (Recently, though, a new kind of virus called a mimivirus has been discovered that does have its own tools for copying its DNA.)

Living things use energy. Viruses do not use energy unless they are in contact with a host cell. Then they hijack the host cell's energy and tools to reproduce themselves. Not all scientists think this is a valid argument, though, since a type of bacteria called obligate intracellular parasites also rely on the energy of their hosts.

Living things respond to their environment, and there is debate about whether or not viruses do this. They interact with host cells, but some scientists consider this to be more about the virus' chemical makeup and environment than it is an active process.

Even when they apply these criteria to viruses, scientists cannot agree on whether or not they are living creatures, partly because they can't agree on whether or not viruses meet some of the criteria. They clearly have DNA or RNA, which we consider to be the "building blocks of life." Perhaps as we come to understand them better, we will find the answer to this question.

Name _____ **Bacteria and Viruses**

QUESTIONS: Are Viruses Alive?

1. Why don't scientists agree on whether or not viruses are alive?

2. How are viruses different from every other living thing we are aware of on Earth?

3. Why do viruses not meet the criteria of being able to reproduce?

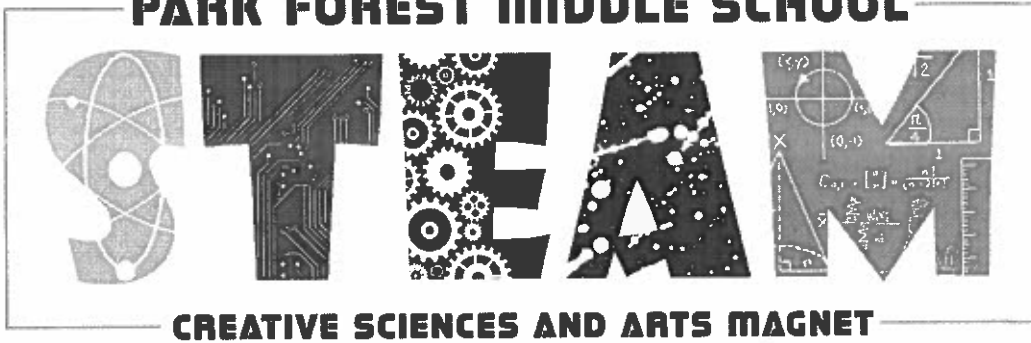
4. What is the mimivirus?

5. Do viruses use energy?

6. Do viruses respond to their environment?

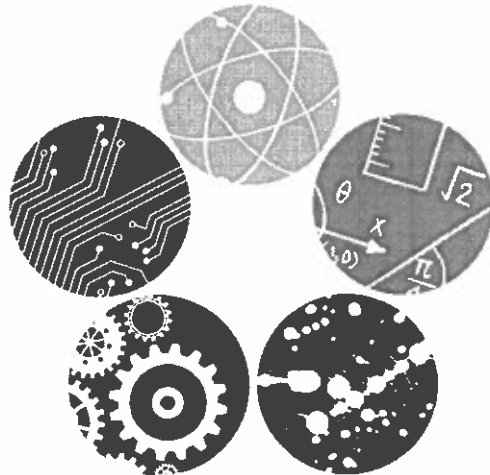
7. What one indicator of life do scientists agree that viruses have?

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Home Learning Packet

Social Studies



The Stamp Act

A general tax measure sparked the greatest organized resistance. Known as the "Stamp Act," it required all newspapers, broadsides, pamphlets, licenses, leases, and other legal documents to bear revenue stamps. The proceeds, collected by American customs agents, would be used for "defending, protecting, and securing" the colonies.

Bearing equally on people who did any kind of business, the Stamp Act aroused the hostility of the most powerful and articulate groups in the American population: journalists, lawyers, clergymen, merchants and businessmen, North and South, East and West. Leading merchants organized for resistance and formed nonimportation associations.

Trade with the mother country fell off sharply in the summer of 1765, as prominent men organized themselves into the "Sons of Liberty" – secret organizations formed to protest the Stamp Act, often through violent means. From Massachusetts to South Carolina, mobs, forcing luckless customs agents to resign their offices, destroyed the hated stamps. Militant resistance effectively nullified the Act.

Spurred by delegate Patrick Henry, the Virginia House of Burgesses passed a set of resolutions in May denouncing taxation without representation as a threat to colonial liberties. It asserted that Virginians, enjoying the rights of Englishmen, could be taxed only by their own representatives. The Massachusetts Assembly invited all the colonies to appoint delegates to a "Stamp Act Congress" in New York, held in October 1765, to consider appeals for relief to the Crown

and Parliament. Twenty-seven representatives from nine colonies seized the opportunity to mobilize colonial opinion. After much debate, the congress adopted a set of resolutions asserting that "no taxes ever have been or can be constitutionally imposed on them, but by their respective legislatures," and that the Stamp Act had a "manifest tendency to subvert the rights and liberties of the colonists."

1. The _____ required all newspapers, broadsides, pamphlets, licenses, leases, and other legal documents to bear revenue stamps.
 - a. Copyright Act
 - b. Stamp Act
 - c. Sugar Act
 - d. writs of assistance

2. Spurred by whom, the Virginia House of Burgesses passed a set of resolutions in May, 1765, denouncing taxation without representation as a threat to colonial liberties?

3. Secret organizations formed to protest the Stamp Act, often through violent means, were known as what?
 - a. Committees of Correspondence
 - b. militias
 - c. Sons of Liberty
 - d. tea parties

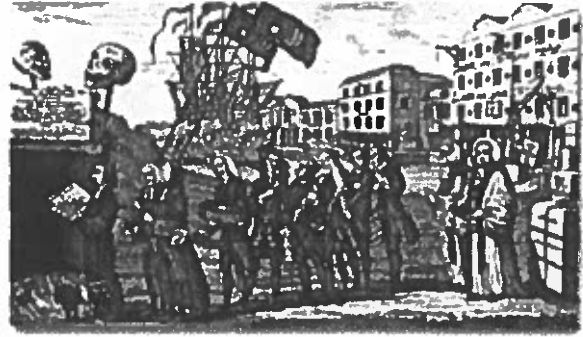
The Stamp Act Controversy⁵

Something was dreadfully wrong in the American colonies.

All of sudden after over a century and a half of permitting relative self-rule, Britain was exercising direct influence over colonial life. In addition to restricting westward movement, the parent country was actually enforcing its trade laws.

Puttin' on the Writs

Writs of assistance, or general search warrants, were granted to British customs inspectors to search colonial ships. The inspectors had long been charged with this directly but, until this time, had not carried it out. Violators did not receive the benefit of a trial by jury; rather, they were at the mercy of the British admiralty courts.



When Britain repealed the Stamp Act in 1766 — only a year after it had been issued — colonists celebrated in the streets, as this satirical cartoon from 1766 depicts.



All pieces of paper fell under the Stamp Act of 1765. Legal documents, newspapers, and playing cards were also levied with the tax. Britain had several stamps to mark these documents as official.

Worst of all, the British now began levying taxes against American colonists. What had gone wrong? The British point of view is not difficult to grasp. The Seven Years' War had been terribly costly. The taxes asked of the American colonists were lower than those asked of mainland English citizens. The revenue raised from taxing the colonies was used to pay for their own defense. Moreover, the funds received from American colonists barely covered one-third of the cost of maintaining British troops in the 13 colonies.

The Americans, however, saw things through a different lens. What was the purpose of maintaining British garrisons in the colonies now that the French threat was gone? Americans wondered about contributing to the maintenance of troops they felt were there only to watch them.

True, those in England paid more in taxes, but Americans paid much more in sweat. All the land that was

cleared, the Indians who were fought, and the

That the colonists, black and white, born here are freeborn British subjects, and entitled to all the essential civil rights of such is a truth not only manifest from the provincial charters, from the principles of the common law, and acts of Parliament, but from the British constitution, which was re-established at the Revolution with a professed design to secure the liberties of all the subjects to all generations.

— James Otis, *The Rights of the British Colonies Asserted and Proved*, 1764

⁵ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](http://www.ushistory.org/us/9b.asp). The original work is available at <http://www.ushistory.org/us/9b.asp>.

relatives who died building a colony that enhanced the British Empire made further taxation seem insulting.

In addition to emotional appeals, the colonists began to make a political argument, as well. The tradition of receiving permission for levying taxes dated back hundreds of years in British history. But the colonists had no representation in the British Parliament. To tax them without offering representation was to deny their traditional rights as English subjects. This could not stand.

The Stamp Act of 1765 was not the first attempt to tax the American colonies. Parliament had passed the Sugar Act and Currency Act the previous year. Because tax was collected at ports though, it was easily circumvented. Indirect taxes such as these were also much less visible to the consumer.

The Stamp Act

When Parliament passed the Stamp Act in March 1765, things changed. It was the first direct tax on the American colonies. Every legal document had to be written on specially stamped paper, showing proof of payment. Deeds, wills, marriage licenses — contracts of any sort — were not recognized as legal in a court of law unless they were prepared on this paper. In addition, newspaper, dice, and playing cards also had to bear proof of tax payment. American activists sprang into action.

Taxation in this manner and the Quartering Act (which required the American colonies to provide food and shelter for British troops) were soundly thrashed in colonial assemblies. From Patrick Henry in Virginia to James Otis in Massachusetts, Americans voiced their protest. A Stamp Act Congress was convened in the colonies to decide what to do.

The colonists put their words into action and enacted widespread boycotts of British goods. Radical groups such as the Sons and Daughters of Liberty did not hesitate to harass tax collectors or publish the names of those who did not comply with the boycotts.

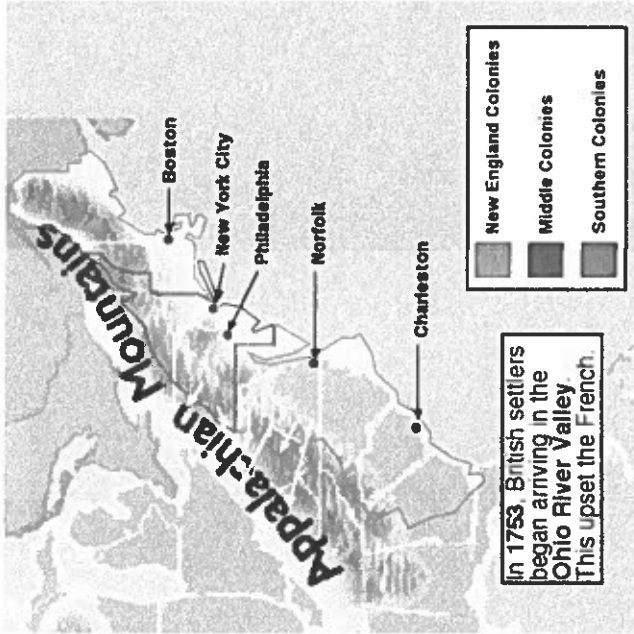
Soon, the pressure on Parliament by business-starved British merchants was too great to bear. The Stamp Act was repealed the following year.

The crisis was over, but the uneasy peace did not last long.

The Stamp Act Crisis

The Stamp Act Crisis	Answer
What were Writs of Assistance?	
What was the British view of colonial taxes?	
What was significant about the Stamp Act?	
What was the purpose of the Stamp Act?	
What items were taxed under the Stamp Act?	
Why did the colonists consider the Stamp Act unfair?	

Effects



French and Indian War

Key Ideas:
~7 Years War happening at the same time in Europe between Great Britain & France
~ 1763 Treaty of Paris ends the French & Indian War

Causes



What happens next?

A large, empty rectangular box with a thin black border, intended for a student to write their response to the question 'What happens next?'. The box is oriented vertically on the page.

Proclamation of 1763:

