

Name: _____ 1st Period Teacher: _____

Spencer County Middle School NTI (Non-Traditional Instruction)
7th Grade Information- Week 2 Packet

March 23-27th

Spencer County Middle School (502) 477-3260

Spencer County Public Schools Website www.spencer.kyschools.us

Teacher	Email
Erica McGaughey (E Mac)- Science	Erica.McGaughey@spencer.kyschools.us
Amanda Jacobson-Language Arts	Amanda.Jacobson@spencer.kyschools.us
Nathan Greenwell-Math	Nathan.Greenwell@spencer.kyschools.us
Susanne Krause-Social Studies	Susanne.Krause@spencer.kyschools.us
Michelle Gross-Math	Michelle.Gross@spencer.kyschools.us
Keely Hahn-Language Arts	Keely.Hahn@spencer.kyschools.us
Emily Adkins-Science	Emily.Adkins@spencer.kyschools.us
Ashley McGaughey (A Mac)-Social Studies	Ashley.McGaughey2@spencer.kyschools.us
Angela Smith-ECE	Angela.Smith@spencer.kyschools.us
Tyler Eldridge-ECE	Tyler.Eldridge@spencer.kyschools.us



7th Grade Science Assignments Week 2: March 23-27

Hello Students,

This week you will continue learning about the Human Body. You may complete your assignments by completing the paper copies contained in this packet or by submitting your work through Google Classroom. There will also be extra instructional materials posted on Google Classroom. If you need help please email or call Miss E Mac or Mrs. Adkins. Have a great week!
www.classroom.google.com

Google account username: firstname.lastname@stu.spencer.kyschools.us

Google account password: school password, which for most is:

Four digit lunch number, first three letters of your last name with the first letter capitalized, followed by the last 2 digits of the year you were born. Example: 1234Mcg06

Erica.mcgaughey@spencer.kyschools.us

Emily.adkins@spencer.kyschools.us

Class website: scmsscience.weebly.com

Phone: 502-477-3260

Science Class Join Codes

Class Period	Miss E Mac's Join Code	Mrs. Adkins' Join Code
1st Period	ux2eiqh	6dqf5je
3rd Period	auucuuw	hz4e3so
4th Period	rbflitn	63e6kab
7th Period	xoeejzs	qla26zk

Assignment #1- Nervous System

Please read the attached article about the Nervous System. There is an audio version available on Google Classroom. To receive a grade for this assignment you must complete the six questions following the article. All of these items can also be accessed from Google Classroom. **If you complete the questions online you do NOT need to complete a paper version of the questions.** On the back of this page there is an optional "lab" that you may complete with your family.

Assignment #2- Comparing/Contrasting the Human Body Systems

Use the table in your packet to compare/contrast any two body systems that we have studied - you may choose from the Circulatory System, Respiratory System, Digestive System, Excretory System, and/or Nervous System. To receive a grade for this assignment you must complete the table; make sure you use the headings in each box to guide you as you compare and contrast the two body systems. **If you submit the assignment online you do NOT need to complete a paper version.**

Nervous System Optional Family Lab

You will need a die for this activity & six cards-- one with a 1, another with a 2, a third card with a 3, and on up to 6.

-Pick one person to be an "assistant".

-Form a straight line. Stand facing the back of the room, looking at the back of the person in front of you.

-Sit the die on a table at the front of the room, where the lines begin.

-The die represents the BRAIN. Everyone in the middle of the line represents NEURONS. The last person at the end of the line is the HAND.

-The assistant will roll the die. The brain is the only person who can face the die.

-When they see what has been rolled the brain must tap on the back of the person in line that number of times. Every person keeps passing the number down the line by tapping. When the information gets to the hand, they must grab the card with the correct number.

Questions to discuss as a family after the activity.

1. Which kind of neurons were we modeling in this activity?
2. How was our relay like what actually happens in our bodies when messages are sent to & from the brain?
3. How was it different?

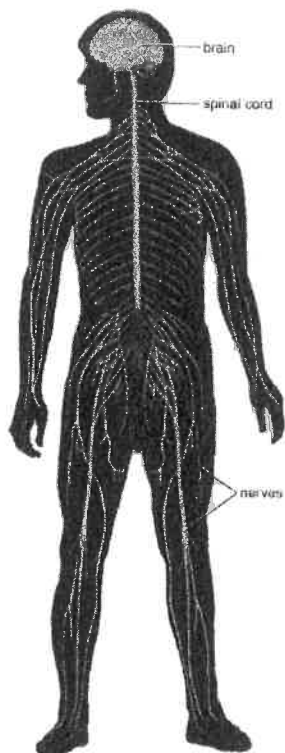
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Entry #: _____

Date: _____

The Nervous System

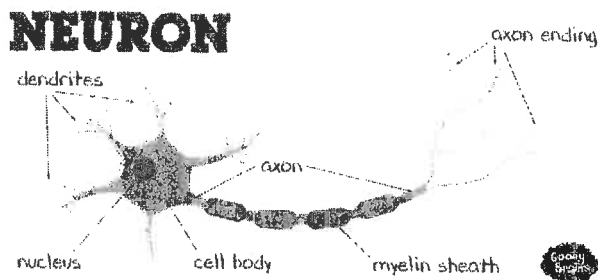
Your **brain**, **spinal cord**, and **nerves** form the **nervous system**. The **brain** is the control center of the body. It keeps all your parts working together as they should. It works with other parts of the nervous system to send messages to parts of your body. It also receives messages from parts of your body and interprets them. These messages allow you to do everything from breathing to walking to talking to seeing. The question is, how do these messages get to and from the brain?



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The answer is the **nerves**, or **neurons** to be exact. **Neurons** are special **nerve cells** in your body. You are born with billions of **neurons**. Most of these **neurons** are in your **brain** and **spinal cord**. Different kinds of **neurons** have different jobs. Some take messages to the **brain** from your sensory receptors (in eyes, ears, nose, etc.). These are called **sensory neurons**. Others take information from the **brain** to **muscles** or other body parts. These are called **motor neurons**. A third kind of **neuron** sends messages between **motor neurons** and **sensory neurons**. These are called **interneurons**. **Neurons** are like other cells in your body in some ways. They have many of the same parts. But, they have two special parts that other cells don't have. These parts let them send and receive messages. They are called

dendrites and **axons**. **Dendrites** take information from another **neuron** and bring it into the **cell**. **Axons** send information from the **neuron** out to other **neurons**. Your **neurons** help keep your body working just as it should. Next time you blink or take a breath or open your mouth to speak, think about all of the **neurons** involved that made it happen.



Goodly
Brains

The brain receives and sends information by means of the nerves, many of which connect directly to the **spinal cord**. The **spinal cord** is made up of bundles of neurons. An adult's **spinal cord** is about the width of a thumb and about 43 cm long. The **spinal cord** is protected by the bony vertebrae of the **spinal column**. **Nerves** enter and leave the **spinal cord** at each level of the body, traveling to and from the arms, legs, and trunk.

The **nervous system** is divided into two parts: the **central nervous system**, and the **peripheral nervous system**. The **central nervous system (CNS)** includes your **brain** and **spinal cord**. All the **nerves** outside the **CNS** that connect the **brain** and **spinal cord** to other body parts are part of the **peripheral nervous system (PNS)**. The **PNS** includes nerves from your **brain**, which are called **cranial nerves**, and **nerves** from your **spinal cord**, which are called **spinal nerves**. The **spinal nerves** carry impulses from all parts of the body to the **brain** and from the **brain** to all parts of the body. A single **spinal nerve** can have impulses going to and from the **brain** at the same time. The **PNS** controls voluntary actions of your body, such as moving your arm. It also controls involuntary actions of your body, such as your heart rate. Every mental process and physical action of your body involves structures of the **central and peripheral nervous system**.

Directions: Answer the following questions as you read about the Nervous System.

1. What parts of the body make up the Nervous System?
2. What part of the body is the control center?
3. How does your brain send & receive messages to & from the body?
4. What are the types of neurons we have in our bodies?
5. What is the difference between your central nervous system and peripheral nervous system?
6. Define the following terms.

Term	Definition
Nerves/Neurons	
Dendrite	
Axon	
Spinal Cord	

Name: _____

Entry #: _____

Date: _____

Comparing/Contrasting the Human Body Systems

Directions: Pick two of the body systems we have studied in this unit (Circulatory System, Respiratory System, Digestive System, Excretory System, Muscular System, and/or Nervous System). Use the table below to compare and contrast the two systems you selected. Make sure you write in complete sentences.

_____ System	Both	_____ System
Organs	Organs	Organs
Function within the body	Function within the body	Function within the body
Materials used/created by the system	Materials used/created by the system	Materials used/created by the system
Other information	Other information	Other information

7th Grade Language Arts Instruction Sheet

- If you **DO** have internet access, please join either Mrs. Hahn or Mrs. Jacobson's Google Classroom using the codes below!

Mrs. Hahn	Mrs. Jacobson
1st Period: zax2ksb	1st Period: h4aeebx
3rd Period: n7532ra	3rd Period: ceicteq
4th Period: 3o4uezc	4th Period: 2mnwvd6
7th Period: gmemwth	7th Period: ispgara

- If you **DO NOT** have internet access, you will be required to turn in assignments to the person/people who deliver packets and food to your home.
 - All assignments will be picked up the following Monday for now, so you will have time to get all of your work completed using the book you checked out with either Mrs. Hahn or Mrs. Jacobson before we left school.
 - If you were absent from school when Mrs. Hahn and Mrs. Jacobson passed out books, and you need a copy of the book because you do not have internet access, please call the school and let someone know.

THIS WEEK'S ASSIGNMENT for EVERYONE:

- This week, your assignment is to read pages **62-124** in *Tangerine*. On average, this is 16 pages per day.
- Also, you will add to the *physical description and personality traits* portions of the *Character Chart* assignment for each character as well as complete the *comprehension quiz* for this portion of the book.
- The **only item you will turn in this week is the quiz**, you will keep the Character Chart until the end of the book.

As always, if you have any questions PLEASE email us (info on front of packet) or call the school!!

Name: _____

Tangerine Comprehension Quiz Pages 62-124

1. **Why did Paul get removed from the Lake Windsor soccer team?**
 - a. Paul's behavior was bad at his new school.
 - b. There were too many 7th graders on the team already.
 - c. Paul's coach did not like him.
 - d. Paul has an IEP for his vision and this made him ineligible to play for the program.
2. **Why was Paul angry with his mom after he got kicked off the soccer team?**
 - a. His mom had refused to pay the athletic fees, so Paul didn't get to play.
 - b. Paul's mom signed him up for an IEP ~~even though he didn't have one~~, and this made him ineligible.
 - c. Paul's mom did not care or show any emotion regarding him getting kicked off the team.
 - d. Paul feels Mom loves Erik more than she loves Paul.
3. **Why are Paul's mom and dad angry with one another the day of Mike Costello's funeral?**
 - a. Mom is mad that Dad does not feel football practice should be canceled out of respect to the Costello family.
 - b. They are both sad from grief over Mike's death and taking it out on one another.
 - c. Mom feels like Dad should attend the funeral.
 - d. Dad thinks that Mom does not care about the Costello family.
4. **At the carnival, who does Paul feel like he relates to the most?**
 - a. Joey
 - b. Kerri Gardner
 - c. Adam
 - d. The Boy Who Never Grew in the "Wonders of the World Exhibit"
5. **Who is guilty of destroying the Wonders of the World Exhibit?**
 - a. Lake Windsor Middle School soccer players
 - b. Tangerine Middle School soccer players
 - c. Joey and his friends
 - d. Erik and Arthur Bauer
6. **Why does Paul feel proud of himself after the sinkhole?**
 - a. He feels he was a hero.
 - b. Paul was unafraid during the sinkhole and he is now unafraid of Erik and Arthur, too.
 - c. Paul did not let his fear stop him from helping rescue others.
 - d. Paul and the rest of the Bucket Brigade were all interviewed on TV.
7. **Why did Paul's dad become the new Director of Civil Engineering for Tangerine County?**
 - a. He figured out a plan to save Paul's school from damage from the sinkhole.
 - b. Paul's dad stepped in after Old Charley Burns died in the sink hole.
 - c. Old Charley Burns has gone missing.
 - d. Old Charley Burns got fired after the Eyewitness News Team reported that he had not been doing his job and had been accepting bribes.
8. **Why do Paul's parents agree to let him go to Tangerine Middle School, rather than joining the "Split Shift" at Lake Windsor Middle?**
 - a. Paul will be eligible to play soccer at Tangerine since he will not have an IEP there.
 - b. The Split Shift schedule will not work well with the Fisher family's routines.
 - c. Tangerine is a much better school than Lake Windsor.
 - d. Paul argues that Erik always gets his way, so Mom & Dad should let Paul decide which school to go to.

9. What is it fortunate (helpful) that Theresa is Paul's escort at his new school?

- a. Paul thinks Theresa is cute.
- b. Theresa is popular and introduces Paul to everyone.
- c. Theresa's brother and his friends are on the Tangerine soccer team.
- d. Theresa gives Paul lots of information about the teachers' personalities and classes.

10. Mom had to take Paul's paperwork from Lake Windsor Middle to Tangerine. What happened to Paul's IEP?

- a. Paul's mom got rid of the IEP so that Paul would be eligible to play soccer at Tangerine.
- b. An osprey grabbed the IEP out of Mom's hands and used it to build a nest.
- c. Mom turned the IEP in with the rest of Paul's paperwork.
- d. The IEP was not necessary paperwork required by Tangerine Middle.

11. What did Erik and Arthur say about Mike to Joey and Paul?

- a. They called Mike "Mohawk Man."
- b. They said that they hoped Joey was doing okay after his brother died.
- c. They told Joey that they were sorry that his brother had died.
- d. They told Joey that they admired Mike and wished he was still alive to be a member of their football team.

7th grade Math NTI Instruction Letter WEEK 2




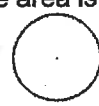
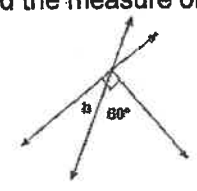
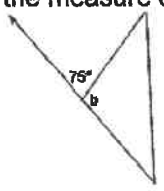
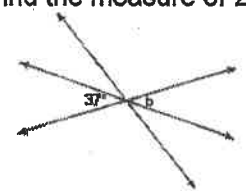
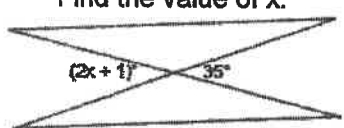
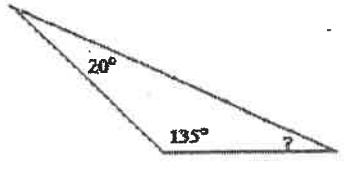
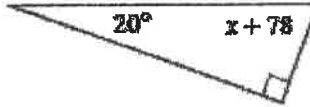
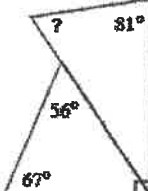
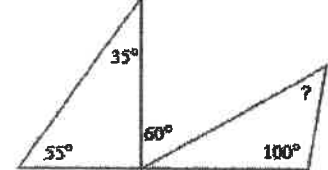
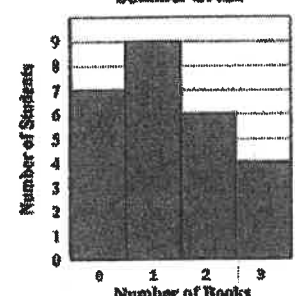
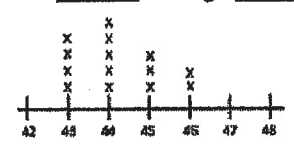
Nathan Greenwell & Michelle Gross (7th Grade Math)

Attached is homework #25 for this week. We will also post activities, videos & optional assignments on Google Classroom. If you have trouble accessing your class, email either Mr. Greenwell or Mrs. Gross.

Please plan to spend at least 30 minutes per day working on math. **You have choice in how you spend your time.** Below are some options you can do.

Access to Internet Activities - Same as Last Week			
Khan Academy	Prodigy	ALEKS (only for students who have an account)	Edgenuity (Let us know if you would like to add a math class.)
Quizlet (study Statistics Vocabulary)	Quizizz (posted on Google Classroom)	CK-12 Math Content https://www.ck12.org/student/ .	Math Minutes (Posted on Google Classroom with answer key)
Internet Not Needed Activities - DIFFERENT From Last Week			
Adding & Multiplying Decimals: Create a 1 week grocery list for your family. Use grocery ads if you have them to determine the total cost.	Algebra: What is today's temperature? Convert it from Fahrenheit to Celsius using formula: $C = \frac{(F - 32)}{1.8}$	Statistics: Find a graph in a magazine, newspaper, book, etc & interpret the data. Even better if you can find data that compares 2 populations.	Probability: Play a game with your family involving a spinner, dice or other "chance" like game pieces. Determine if each of you had an EQUAL chance of winning the game or if it involved skill.

Name: _____

Monday	Tuesday	Wednesday	Thursday
<p>Name the cross sectional area of the cube below:</p> 	<p>A cross section is taken of a standard lampshade. Which of the following could NOT be the shape of the cross section?</p> <p>A) Triangle B) Circle C) Oval D) Trapezoid</p> 	<p>Name the cross sectional area of the cylinder below:</p> 	
<p>What is the radius of the circle below if the area is 28.27 cm²?</p> 	<p>A circle has a radius of 5 inches. How many 5 in long pieces of string could wrap around the outside of this circle?</p>	<p>In the problem to the left, divide your answer by two. What special number did you discover?</p>	<p>Rounded to the nearest whole number, how many 2ft by 2ft squares will fit into circle that has a diameter of 20 feet?</p>
<p>Find the measure of $\angle B$</p> 	<p>Find the measure of $\angle B$</p> 	<p>Find the measure of $\angle B$</p> 	<p>Find the value of x.</p> 
<p>Find the missing angle.</p> 	<p>Find the value of x.</p> 	<p>Find the missing angle.</p> 	<p>Find the missing angle.</p> 
<p>What was the average amount of books read per student according to the histogram below?</p> <p>Books Read over Summer Break</p> 	<p>Mean _____ Median _____ Mode _____ Range _____</p> 	<p>Jim's physics quiz scores were 77, 83, 75, 52, and 85. What was his mean score?</p> <p>Which reflects the best measure of the center (mean or median)? Why?</p> <p>23, 27, 60, 154, 17, 15, 28</p>	<p>8 businesses were asked how many employees they have. Here is the data.</p> <p>3, 4, 5, 4, 3, 5, 2, 7</p> <p>Find the mean, median, and mode of the data.</p>

7th Grade Social Studies Instructions: Week 2

Directions:

The following assignments should be completed for our Non-traditional instructional days. If you have any questions about the work listed, you may contact your Social Studies teacher via email or call during school hours.

Contact Information:

Susanne Krause: Susanne.Krause@spencer.kyschools.us

Ashley McGaughey "A Mac": Ashley.McGaughey2@spencer.kyschools.us

Please use the 7th Grade History Website for extra things to do and see!!

www.scmshistory7.weebly.com Click on the NTI Tab

Lesson	Lesson Directions
	Digital Copies of the PowerPoints can also be found on the NTI Tab- Scroll down for Week 2
1	Roman Achievements: Use the Roman Achievements PowerPoint copy to fill in the Achievements of Ancient Rome note guide. Then, answer the multiple choices questions 1-4 on the NIT Week 2 Answer page.
2	Fall of Rome: Use the Fall of Rome PowerPoint copy to fill in the Fall of Rome note guide. Then answer multiple choice questions 5-8 and short answer question on the NTI Week 2 Answer page.
Watch	If possible, please go to the NTI tab and watch: <ul style="list-style-type: none">• "Journals through History- Eternal City"• "Journals through History- Building an Empire"
EXTRA	On the class website, click the Rome tab to view extra materials for the Rome Unit including: PowerPoints, videos, songs (Mr. Nicky!), and vocabulary help!



Dear Students,

We miss you all! We hope that you are staying well, doing your homework, and getting lots of rest. Watch some good documentaries about the ancients if you get bored.

Miss Mac and Mrs. Krause

Week 2 Answer Page on Back

Name: _____

NTI Week 2 Answer Page: 7th Grade Social Studies

Directions: After completing the PowerPoint notes for each lesson, answer the multiple choice questions in the Zipgrade and answer the short answer in the space provided.

Lesson 1: Achievements

1. What Roman achievement allowed them to build both aqueducts and the colosseum?
 - a. Vault
 - b. Column
 - c. Arch
2. The Pantheon was a large temple in Rome.
 - a. True
 - b. False
3. What structure brought fresh water to the cities?
 - a. Aqueduct
 - b. Via Appia
 - c. Pantheon
4. What building material (made with volcanic ash in Roman times) is still used today?
 - a. Steel
 - b. Welding
 - c. Concrete

Name				
Date				

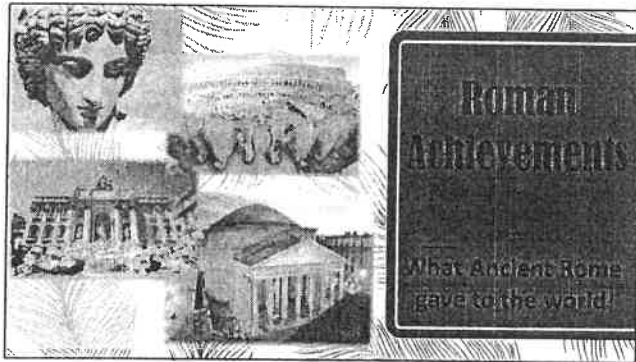
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4	○	○	○	○	○	14	○	○	○	○	○
5	○	○	○	○	○	15	○	○	○	○	○
6	○	○	○	○	○	16	○	○	○	○	○
7	○	○	○	○	○	17	○	○	○	○	○
8	○	○	○	○	○	18	○	○	○	○	○
9	○	○	○	○	○	19	○	○	○	○	○
10	○	○	○	○	○	20	○	○	○	○	○

Get this form and more at ZipGrade.com

Lesson 2: Fall of Rome

5. Rome and Greece has so much influence on the world, together they are often called Greco-Roman culture.
 - a. True
 - b. False
6. Political instability, economic & social problems, Christianity, and _____ are all considered factors that led to the fall of Rome.
 - a. Failing crops
 - b. External threats
 - c. War with Egypt
7. Diocletian believed he could save the empire by _____ it into two parts.
 - a. Uniting
 - b. Dividing
 - c. Voting
8. _____ moved the capital city of the Roman Empire to Turnkey.
 - a. Diocletian
 - b. Nero
 - c. Constantine

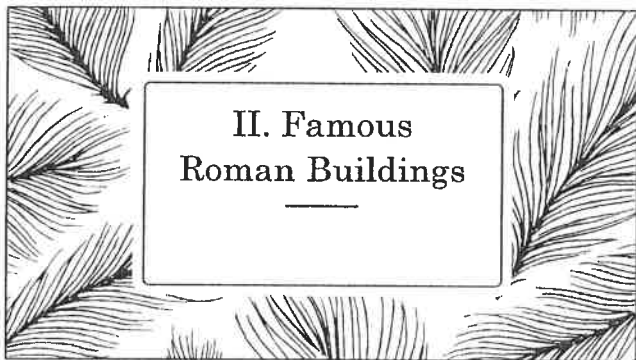
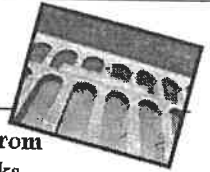
Short Answer: Why did Ancient Rome fall? Give at least 2 pieces of evidence to support your claim.



I. Architecture

A. Roman Architecture was learned from two main groups of people, the Greeks and the Etruscans.

B. Roman builders used arches, vaults, and domes to build massive structures. Many of which still stand today!



II. Famous Roman Buildings

A. The Colosseum

1. Hosted many public sporting events such as gladiator fights and the LION'S DEN!



B. The Circus Maximus

1. Chariot Races inside the Circus Maximus provided race entertainment for Roman citizens.

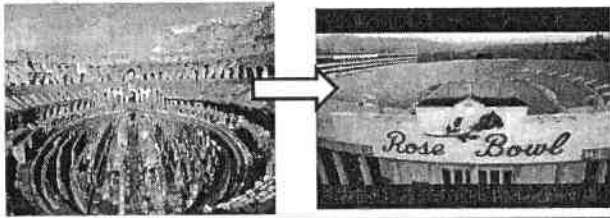


C. The Pantheon

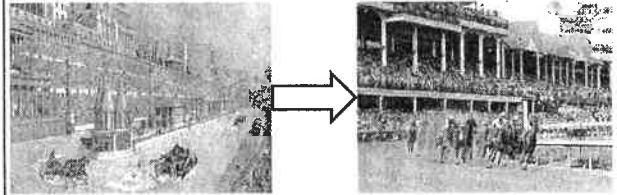
1. A famous temple where Romans honored their gods with sacrifices and prayer.



Architecture Then vs. Now



Architecture Continued



III. Engineering



- A. Along with advances in Architecture, Romans were great Engineers.
- B. The Aqueducts were constructed to carry water all throughout the Roman Empire.
- C. Roman Roads were built with 3 main layers of stone, Gravel and sand. With a drainage ditch on both sides.

IV. Roman Law and Justice

- A. Roman's had laws about Marriage, inheritances as well as matters of daily life including crime.
- B. Romans believed in Natural Law or that every person had natural rights.
- C. Today, Roman Law and Justice influenced the ideas behind the Declaration of Independence and the US Constitution.



V. Other Roman Achievements



- A. Concrete! The Romans invented concrete which made so many of their building achievements possible- and continues to make building on a large scale possible today!

Name: _____

ROMAN ACHIEVEMENTS

I. Architecture

A. Roman Architecture was learned from two main groups of people, the _____ and the _____.

B. Roman builders used _____, vaults, and domes to build massive structures. Many of which still stand today!

II. Famous Roman Buildings

A. The Colosseum

1. Hosted many public sporting events such as _____ and the _____!

B. The Circus Maximus

1. _____ inside the Circus Maximus provided race entertainment for Roman citizens.

C. The Pantheon

1. A famous _____ where Romans honored their gods with sacrifices and prayer.

III. Engineering

A. Along with advances in Architecture, Romans were great Engineers.

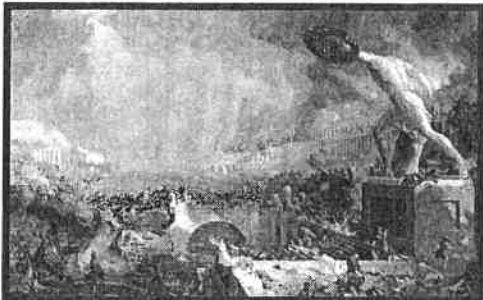
B. The _____ were constructed to carry water all throughout the Roman Empire.

C. Roman Roads were built with 3 main layers of _____, Gravel and _____. With a drainage ditch on both sides.

IV. Roman Law and Justice

A. Roman's had laws about Marriage, inheritances as well as matters of daily life including crime.

THE FALL OF THE ROMAN EMPIRE



I. WHY DO WE STUDY ROME IF IT EVENTUALLY COLLAPSED?

A. Rome along with Greece had enormous influence on western civilization (Europe and North America) and are sometimes called **Greco-Roman culture**.

B. "Rome perished, yet it lived on"

II. THE END OF THE EMPIRE IN THE WEST

A. Many proud Romans believed the empire would last **forever**.

B. By the year **500 AD** the **western half** of the Roman Empire had collapsed.

WHY?

III. PROBLEMS IN THE LATE EMPIRE

A. Political Instability

1. Rome never figured out how to **peacefully** transfer power from one leader to the next.
2. When an emperor died (or was murdered) rivals **fought** each other for power.
3. Rome also had a series of **weak and dishonest rulers**.

QUESTION TO CONSIDER: HOW WOULD THIS CONTRIBUTE TO THE FALL OF THE EMPIRE?

<http://scmshistory7.weebly.com/ancient-rome.html>

BAD EMPERORS NOT IN YOUR NOTES

- **Caligula**: attempted to make his horse Consul, went to "war" with Neptune and the sea. Killed anyone suspected of "treason." Once dragged 5 rows of citizens into the arena to be killed by Lions when the criminals ran out. Killed by his guard.
- **Nero**: had his family killed, forced the senate to hear him play music, had Christians burned alive, and it is reported he played music while this happened.



BAD EMPERORS NOT IN YOUR NOTES

- **Commodus**: fought as a Gladiator, bankrupted Rome and then killed wealthy senators to take their money. Eventually, a gladiator was hired to strangle him as he took a bath.
- **Diocletian**: attempted to eradicate Christians by any means necessary.



B. Economic and Social Issues

1. To pay for the huge armies, its citizens had to **pay heavy taxes**.
 - a. Hurt the economy
 - b. Drove many into poverty
 1. The Emperor's provided "**bread and circuses**" or food and entertainment to try to keep the people happy.
 2. Communication was difficult.
3. **Diseases** spread killing many people.



QUESTION TO CONSIDER: HOW WOULD THIS CONTRIBUTE TO THE FALL OF THE EMPIRE?

C. Christianity- a new religion

1. Romans were fine with different religions as long as people showed total **loyalty** to Rome and **paid taxes**.
2. The spread of Christianity influenced people to have more loyalty to God instead of loyalty to Rome.
3. Emperors began **persecuting** and killing Christians.
4. MUCH LATER, Christianity becomes the official religion of Rome → Roman Catholic Church.

QUESTION TO CONSIDER: HOW WOULD THIS CONTRIBUTE TO THE FALL OF THE EMPIRE?

D. External Threats

1. The huge size of the empire made it hard to **defend**.
 - a. By the 300s Germanic tribes were on the borders of the empire.
 - b. These outsiders were recruited into the army, but had little loyalty to Rome.
2. **Attila the Hun**: attacked the Roman Empire repeatedly even after receiving "bribe money" to stop.



QUESTION TO CONSIDER: HOW WOULD THIS CONTRIBUTE TO THE FALL OF THE EMPIRE?

IV. CAN THE EMPIRE BE SAVED?

A. Diocletian: 284-305 AD: Believed that the empire was too big for one person to rule.

1. **Divided** the empire into east and west.

B. Constantine: 306-337 AD: reunited the empire for a short time, but moved the **capital** to the east into present day Turkey.

1. He named it **Constantinople**.
2. Rome was no longer the center of power- power had moved to the east.
3. The city of Rome falls in **476 AD**.

NO

**CAUSE AND EFFECT
EXIT SLIP**

We have learned about several events that led to the fall of Ancient Rome.

1. Choose one cause that you believe had the biggest effect on the fall of Rome and describe it in detail.
2. Why do you believe this was the most important cause of Rome's fall? Explain.

Name: _____

THE FALL OF THE ROMAN EMPIRE

I. Why do we study Rome if it eventually collapsed?

- A. Rome along with Greece had enormous influence on western civilization (Europe and North America) and are sometimes called _____.
- B. "Rome perished, yet it lived on"

II. The End of the Empire in the West

- A. Many proud Romans believed the empire would last _____.
- B. By the year _____ AD the _____ half of the Roman Empire had collapsed.

III. Problems in the Late Empire

- A. _____
 - 1. Rome never figured out how to _____ transfer power from one leader to the next.
 - 2. When an emperor died (or was murdered) rivals _____ each other for power.
 - 3. Rome also had a series of _____.

- B. _____
 - 1. To pay for the huge armies, its citizens had to _____.
 - a. Hurt the economy
 - b. Drove many into poverty
 - 1. The Emperor's provided " _____ " or food and entertainment to try to keep the people happy.
 - 2. Communication was difficult.
 - 3. _____ spread killing many people.

- C. _____ - a new religion
 - 1. Romans were fine with different religions as long as people showed total _____ to Rome and _____.

2. The spread of Christianity influenced people to have more loyalty to God instead of loyalty to Rome.
3. Emperors began _____ and killing Christians.
4. MUCH LATER, Christianity becomes the official religion of Rome → Roman Catholic Church.

D. _____

1. The huge size of the empire made it hard to _____.
 - a. By the 300s, Germanic tribes were on the borders of the empire.
 - b. These outsiders were recruited into the army, but had little loyalty to Rome.
2. _____: attacked the Roman Empire repeatedly even after receiving “bribe money” to stop.

IV. Can the Empire be Saved?

A. _____: 284-305 AD: Believed that the empire was too big for one person to rule.

1. _____ the empire into east and west.
2. _____: 306-337 AD: reunited the empire for a short time, but moved the _____ to the east into present day Turkey.
3. He named it _____.
4. Rome was no longer the center of power- power had moved to the east.
5. The city of Rome falls in _____.

We have learned about several events that led to the fall of Ancient Rome.

1. Choose one cause that you believe had the biggest effect on the fall of Rome and describe it in detail.

2. Why do you believe this was the most important cause of Rome’s fall? Explain.

7th Grade Arts and Humanities Class:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

Personal Finance: Same as last week

Entrepreneurship: Same as last week

7th Grade Computer Skills 4 Classes: Same as last week

P.E: Same as last week

Choir: Same as last week

Social and Emotional Learning (Mindfulness): Same as last week.

Playwriting/Film: Same as last week

7th grade Advanced Drama: Same as last week

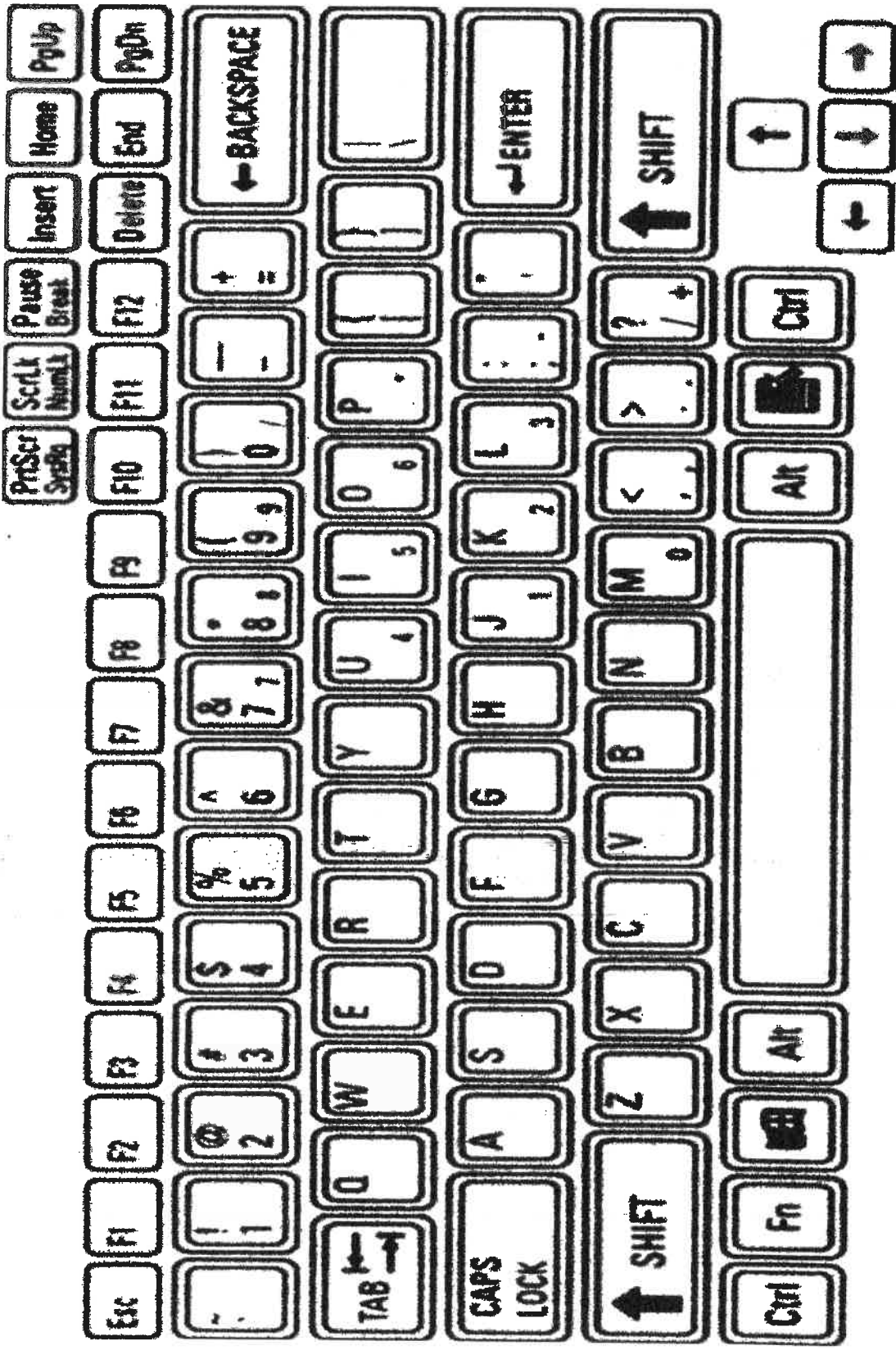
7th Grade Band: Same as last week. Add eighth notes.

General Music: Assignment is to find a trusted adult and ask them about their favorite song right now and their favorite song when they were your age and listen to the songs together. Record their answers and reactions in your notebook. Then, share your current favorite song with them and ask for their opinion whether they liked it or not and why. Record their answers. How does that make you feel? What does that make you think about? Or any other follow up questions you think are interesting or notable.

Art Class: Keep a Sketch Journal. Draw daily 15-20 minutes. Create a variety of portraits. Look closely at your subjects (live models or photographs) for shapes, lines, shadows and textures. Carefully record details in your drawing. Pick a type of portrait each day from the list below:

Self-portrait using a mirror to see yourself, include the head and neck only. One person sitting in a chair or sofa. One animal playing with an object. A group of three or more people doing an activity together. One person in profile pose (from the side). A group of three or more animals resting. One person in full body pose shown from the back

Advance Art Class: Same as last week



Arts and Humanities courses:

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 3/23 - 3/26

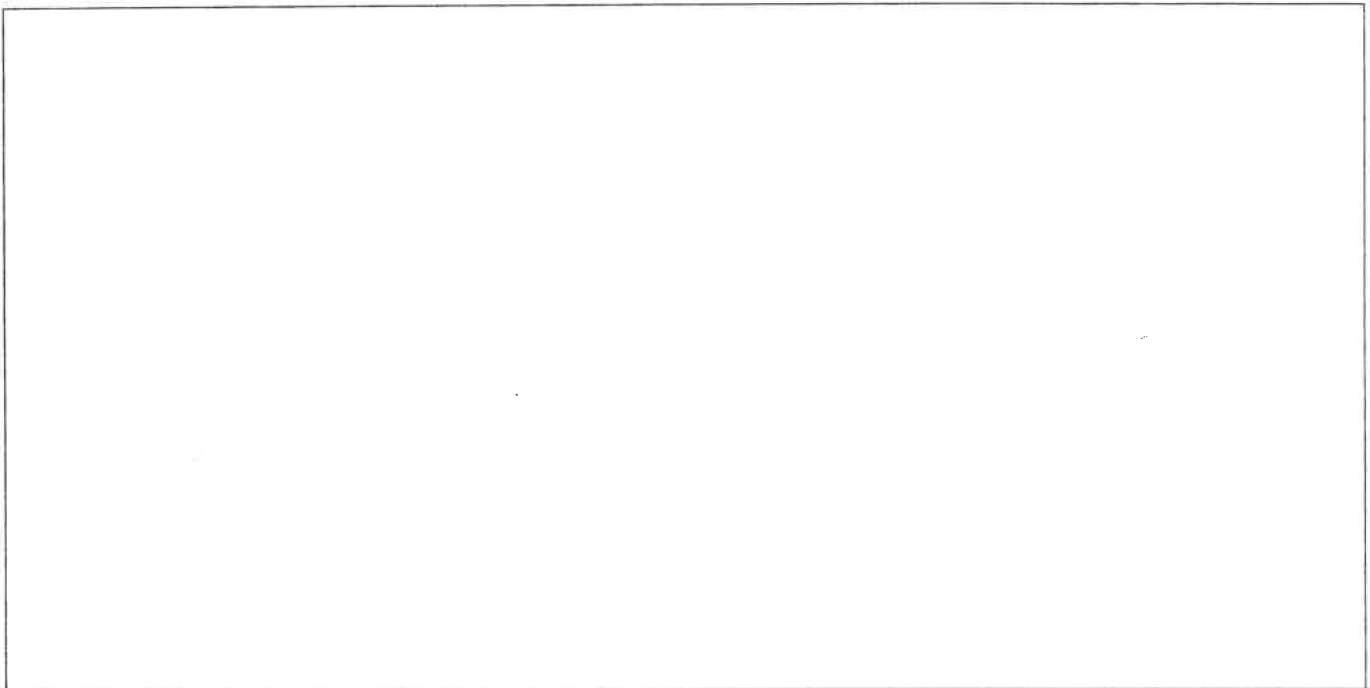
Print Student Name _____

Parent Signature _____

Print Parent Name _____

5th period NTI Plans:

- Read your AR book 30 minutes daily!
- Choose one day this week to do the following:
 - If you're reading a fiction book answer the following in complete sentences:
 - Describe the characters using complete sentences.
 - What is the setting of the story?
 - Describe the plot.
 - Explain the solution to a conflict the characters overcame.
 - If you're reading a non-fiction book answer the following questions in complete sentences:
 - What is the author's purpose?
 - What are the text features that are in this non-fiction text?
 - What is the main idea of the text?
- Choose one day to draw a scene from something you have read this week. Add a caption explaining your drawing.



Caption:

Area for writing the caption explaining the drawing.

RTI STUDENTS

If you have a computer and internet access, you may work on Reading Plus and Vocab.com. We have a Google Classroom set up so you can read stories and videos I have posted there for this week. The Google Classroom codes are below (if you never signed up for our classroom) as well as the Scholastic codes to read stories online and watch videos.


6th Grade: 2uhxo5h

7th Grade: pitbkqk

8th Grade: ycm4vv5

Scholastic News Classroom Code: rugsnow743

Stay healthy!

 Mrs. Sztanya

Tracy.Sztanya@spencer.kyschools.us