



SCHOOLHOUSE NEWS

The Purcell Register

Middle School

Middle School ELA & Reading Supplement

April 27-May 1

Theme: Anne Frank - Quarantine Diary Reading

Who Was Anne Frank?

By The United States Holocaust Memorial Museum 2016

The Holocaust was one of the greatest human tragedies the world has ever known. Approximately 11 million people were killed by Adolf Hitler and his German Nazi Party, and about 6 million of these victims were European Jews. Anne Frank was a Jewish teenage girl who hid from the German police with her family. Although she did not survive the war, millions of people have since read the diary she kept when she was in hiding. As you read, take notes on how Anne Frank's life and the lives of her family members were changed by persecution.

Overview and Background

Anne Frank was one of over one million Jewish children who died in the Holocaust. She was born Annelies Marie Frank on June 12, 1929, in Frankfurt, Germany, to Otto and Edith Frank.

For the first 5 years of her life, Anne lived with her parents and older sister, Margot, in an apartment on the outskirts of Frankfurt. After the Nazi seizure of power in 1933, Otto Frank fled to Amsterdam in the Netherlands, where he had business connections. The rest of the Frank family followed Otto, with Anne being the last of the family to arrive in February 1934 after staying with her grandparents in Aachen.²

The Germans occupied³ Amsterdam in May 1940. In July 1942, German authorities and their Dutch collaborators began to concentrate⁴ Jews from throughout the Netherlands at Westerbork, a transit camp near the Dutch town of Assen, not far from the German border. From Westerbork, German officials deported the Jews to Auschwitz-Birkenau and Sobibor killing centers in German-occupied Poland.

In Hiding

During the first half of July, Anne and her family went into hiding in an apartment, which would eventually hide four Dutch Jews as well—Hermann, Auguste, and Peter van Pels, and Fritz Pfeffer. For two years, they lived in a secret attic apartment behind the office of the family-owned business at 263 Prinsengracht Street, which Anne referred to in her diary as the Secret Annex. Otto Frank's friends and colleagues, Johannes Kleiman, Victor Kugler, Jan Gies, and Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks at great risk to their own lives. On August 4, 1944, the Gestapo (German Secret State Police) discovered the hiding place after being tipped off by an anonymous Dutch caller.

Arrest and Deportation

That same day, Gestapo official SS⁵ Sergeant Karl Silberbauer and two Dutch police collaborators arrested the Franks; the Gestapo sent them to Westerbork on August 8. One month later, in September 1944, SS and police authorities placed the Franks, and the four others hiding with the Franks, on a train transport from Westerbork to Auschwitz, a concentration camp complex in German-

occupied Poland. Selected for labor due to their youth, Anne and her sister, Margot, were transferred to the Bergen-Belsen concentration camp near Celle, in northern Germany in late October 1944.

Both sisters died of typhus⁶ in March 1945, just a few weeks before British troops liberated⁷ Bergen-Belsen on April 15, 1945. SS officials also selected Anne's parents for labor. Anne's mother, Edith, died in Auschwitz in early January 1945. Only Anne's father, Otto, survived the war. Soviet forces liberated Otto at Auschwitz on January 27, 1945.

What was Anne Frank's Tattoo ID Number?

On September 3, 1944, Anne, along with her mother, Edith, her sister, Margot, and her father, Otto, boarded the last transport from Westerbork to Auschwitz-Birkenau. The transport arrived in Auschwitz on September 5, 1944 with 1,019 Jews on board. Men and women were separated. The women selected from this transport, including Anne, Edith, and Margot, were marked with numbers between A-25060 and A-25271. Records indicating their exact numbers have not been preserved. Approximately eight weeks later, in late October 1944, Anne and Margot were transferred from Auschwitz-Birkenau to Bergen-Belsen, where they both died sometime in March 1945. Though Anne's death certificate documents her movement between camps, it, too, does not include her tattoo ID number.

Diary

While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences. Found in the secret apartment after the family was arrested, the diary was kept for Anne by Miep Gies, one of the people who had helped hide the Franks. It was published after the war in many languages and is used in thousands of middle school and high school curricula in Europe and the Americas. Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust.

1. A Nazi was a member of the German political party led by Adolf Hitler. The Nazi party controlled Germany from 1941 to 1945. They were also responsible for the Holocaust, the targeting and mass murdering of over 6 Million European Jews.
2. Aachen is the westernmost city of Germany, near the borders with Belgium and the Netherlands.
3. Here, "occupied" means to take over a place through military invasion.
4. Concentrate (verb): gather a larger number of people or things together
5. The SS, also known as the Schutzstaffel, was an organization that operated under Adolf Hitler and the Nazi party.
6. Typhus is a disease transmitted by small insects

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After reading the passage about Anne Frank, answer the following questions. Question #5 should be answered in COMPLETE SENTENCES.

1.
RI.2
PART A: Which phrase best identifies the central idea of this text?

- A.
Without the help of family, Anne Frank did not have any chance of surviving the Holocaust.
- B.
Anne Frank was one of many victims of the Holocaust, but her story lives on because of her diary and the people that helped to preserve her story.
- C.
We know about the horrors of the Holocaust because Jewish children like Anne Frank wrote about their experiences.
- D.
Anne Frank displayed tremendous optimism in the face of danger and she was a great inspiration to Miep Gies.

2.
RI.1
PART B: Which quote from the text best supports the answer to Part A?

- A.
"The rest of the Frank family followed Otto, with Anne being the last of the family to arrive" (Paragraph 2)
- B.
"Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks" (Paragraph 4)
- C.
"Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust." (Paragraph 8)
- D.
"While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences." (Paragraph 8)

3.
RI.4
PART A: What does the phrase "transit camp" most closely mean as it is used in paragraph 3?

- A.
a location where Jews could reunite with their family members
- B.
a place where Jews hid until the Holocaust was over
- C.
a final destination Jews were sent to after being arrested
- D.
a waiting area for Jews before they were moved to a different area

4.
RI.1
PART B: Which selection from the text best supports the answer to Part A?

- A.
"From Westerbork, German officials deported the Jews" (Paragraph 3)
- B.
"Auschwitz-Birkenau and Sobibor killing centers" (Paragraph 3)
- C.
"German authorities and their Dutch collaborators began to concentrate Jews" (Paragraph 3)
- D.
"Anne and her family went into hiding" (Paragraph 4)

5.
RI.5
In the final paragraph, Anne Frank is referred to as "a symbol for the lost promise of the children who died in the Holocaust." What does this mean and how does it contribute to the development of ideas in the text? Cite evidence from the text to support your answer.

Answer the question above using AT LEAST 3 COMPLETE SENTENCES. Be sure to go back through the reading passage and gather information that will help to support your answer.



SCHOOLHOUSE NEWS

The Purcell Register

Middle School

Name: _____

6th Grade

Adding & Subtracting Fractions

with Like Denominators

a. $\frac{5}{8} + \frac{2}{8} =$

b. $\frac{6}{10} - \frac{3}{10} =$

c. $\frac{9}{12} - \frac{4}{12} =$

d. $\frac{3}{9} + \frac{4}{9} =$

e. $\frac{4}{5} + \frac{3}{5} =$

f. $\frac{3}{4} - \frac{2}{4} =$

g. $\frac{5}{6} - \frac{3}{6} =$

h. $\frac{9}{12} + \frac{6}{12} =$

i. $\frac{3}{7} + \frac{5}{7} =$

j. $\frac{1}{2} - \frac{1}{2} =$

k. $\frac{7}{8} - \frac{5}{8} =$

l. $\frac{4}{6} + \frac{1}{6} =$

Super Teacher Worksheets - www.superteacherworksheets.com

Name: _____

6th Grade

Adding & Subtracting Fractions

with Unlike Denominators

a. $\frac{5}{8} + \frac{1}{4} =$

b. $\frac{6}{10} - \frac{2}{5} =$

c. $\frac{8}{12} - \frac{3}{6} =$

d. $\frac{2}{3} + \frac{4}{9} =$

e. $\frac{4}{5} + \frac{8}{10} =$

f. $\frac{3}{4} - \frac{2}{3} =$

g. $\frac{4}{9} - \frac{1}{3} =$

h. $\frac{1}{4} + \frac{4}{12} =$

i. $\frac{3}{5} + \frac{1}{3} =$

j. $\frac{1}{2} - \frac{1}{5} =$

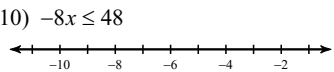
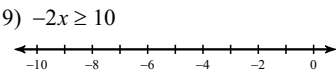
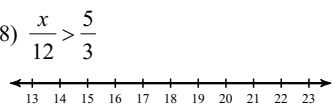
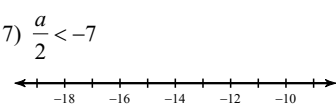
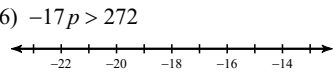
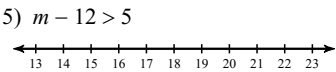
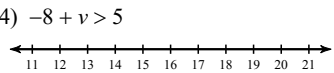
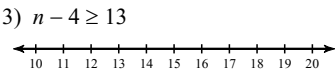
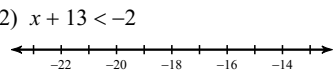
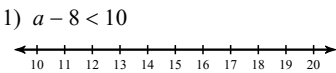
k. $\frac{5}{6} - \frac{1}{2} =$

l. $\frac{1}{2} + \frac{1}{3} =$

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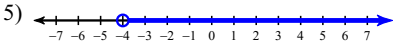
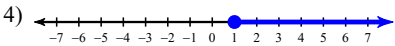
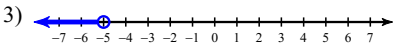
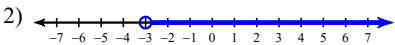
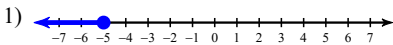
7th Grade Math Name _____ ID: 1
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Solve 1-Step Inequalities and Graph Review(8) Date _____ Period _____

Solve each inequality and graph its solution.

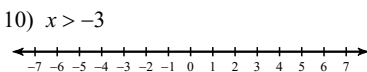
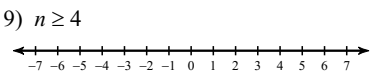
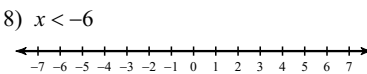
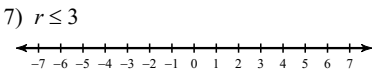
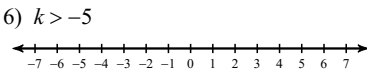


7th Grade Math Name _____ ID: 1
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Write and Graph Inequality Review(7) Date _____ Period _____

Write an inequality for each graph.



Draw a graph for each inequality.





SCHOOLHOUSE NEWS

The Purcell Register

Middle School

8th Grade

Name : _____ Score : _____
Teacher : _____ Date : _____

Sketch Each Line and Find the Slope and Y-intercept

1)

equation $y = \frac{1}{2}x + 3$

slope (m) = _____

y-intercept = _____

2)

equation $y = -3x - 3$

slope (m) = _____

y-intercept = _____

3)

equation $y = -4x + 4$

slope (m) = _____

y-intercept = _____

4)

equation $y = -\frac{4}{9}x - 3$

slope (m) = _____

y-intercept = _____

5)

equation $y = -2x + 2$

slope (m) = _____

y-intercept = _____

6)

equation $y = \frac{1}{3}x + 3$

slope (m) = _____

y-intercept = _____

7)

equation $y = 2x - 4$

slope (m) = _____

y-intercept = _____

8)

equation $y = \frac{1}{4}x - 2$

slope (m) = _____

y-intercept = _____



8th Grade

Name : _____ Score : _____
Teacher : _____ Date : _____

Sketch the Graph of Each Linear Inequality

1)

$y > -4x + 4$

2)

$y < \frac{5}{2}x - 4$

3)

$y < \frac{2}{3}x + 1$

4)

$y < -6x - 3$

5)

$y \geq -\frac{2}{3}x - 2$

6)

$y > -\frac{4}{3}x + 1$

7)

$y \leq -\frac{5}{2}x - 1$

8)

$y \geq -\frac{3}{4}x + 4$



6th Grade

National Parks and States
Item 4820

Name _____

National Parks and States

Draw a line to match the national park to its state.

Yosemite	Florida
Zion	Arizona
Yellowstone	California
Grand Canyon	Tennessee
Glacier Bay	Wyoming
Everglades	Alaska
Big Bend	Texas
Badlands	Utah
Great Smoky Mountains	South Dakota

6th Grade

Visions of America
Recognizing American Symbols
Item 4821

Name _____

Visions of America

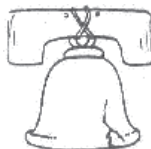
The images below remind many people of America. Identify each image and think about why it might remind someone of America.



This is the



This is the



This is the



This is an



This is the



SCHOOLHOUSE NEWS

The Purcell Register

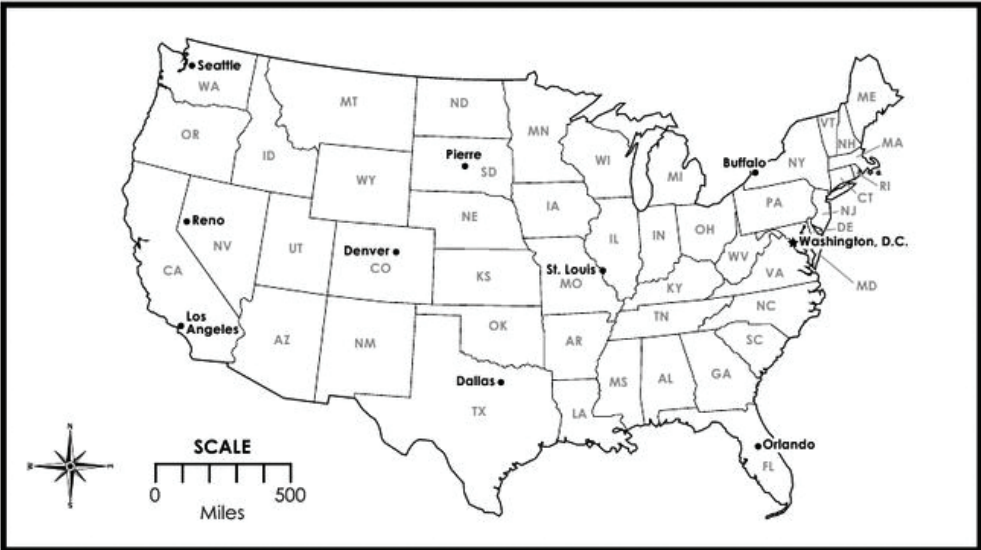
Middle School

6th/7th Grade

6th/7th Grade

Name: _____

Using a Map Scale



Use the scale on the map to answer the distance questions below. Draw a line between each pair of cities in each question. Use a different color for each one.

1. What is the approximate distance from Buffalo, NY to Orlando, FL? _____
2. What is the approximate distance from Dallas, TX to Denver, CO? _____
3. What is the approximate distance from Pierre, SD to Los Angeles, CA? _____
4. What is the approximate distance from St. Louis, MO to Reno, NV? _____
5. What is the approximate distance from Washington, DC to Seattle, WA? _____
6. If you flew from Buffalo, NY to St. Louis, MO and continued on by flying to Seattle, WA, then to Reno, NV then to Dallas, TX and then back to Buffalo, NY, what would be the total approximate miles traveled? _____

Continent Word Search Item 4333 Name _____

Continent Word Search

Circle the names of the seven continents in the puzzle below. Names may be horizontal, vertical, diagonal, forward, or backward.

North America Australia South America
Antarctica Asia Europe Africa

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

Complete each sentence. Use your almanac if you need help.

1. I live on the continent of _____.
2. There are _____ continents on planet Earth.
3. _____ is the largest continent.
4. The smallest continent is _____.
5. The _____ is divided by all of the continents.
6. _____ is the windiest and iciest continent.
7. The Sahara Desert covers much of the northern part of _____.
8. The Amazon River flows through _____.

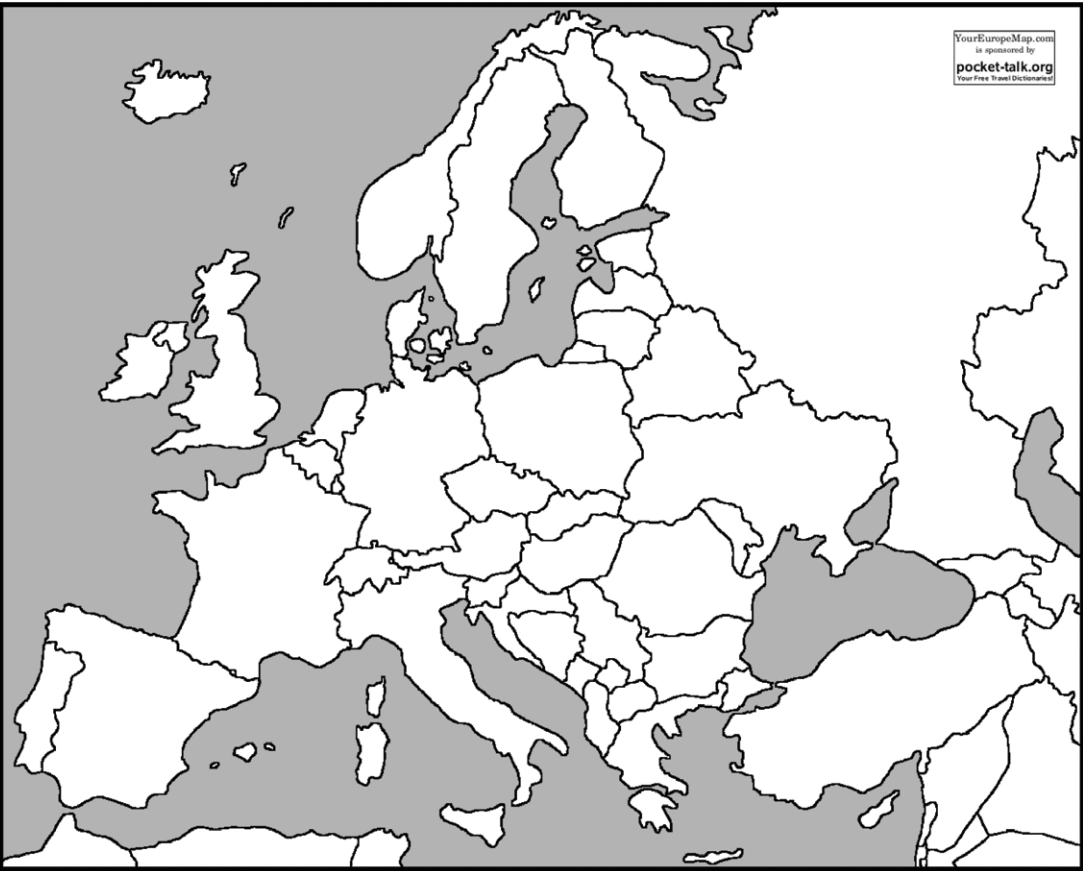
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Name _____ Date _____

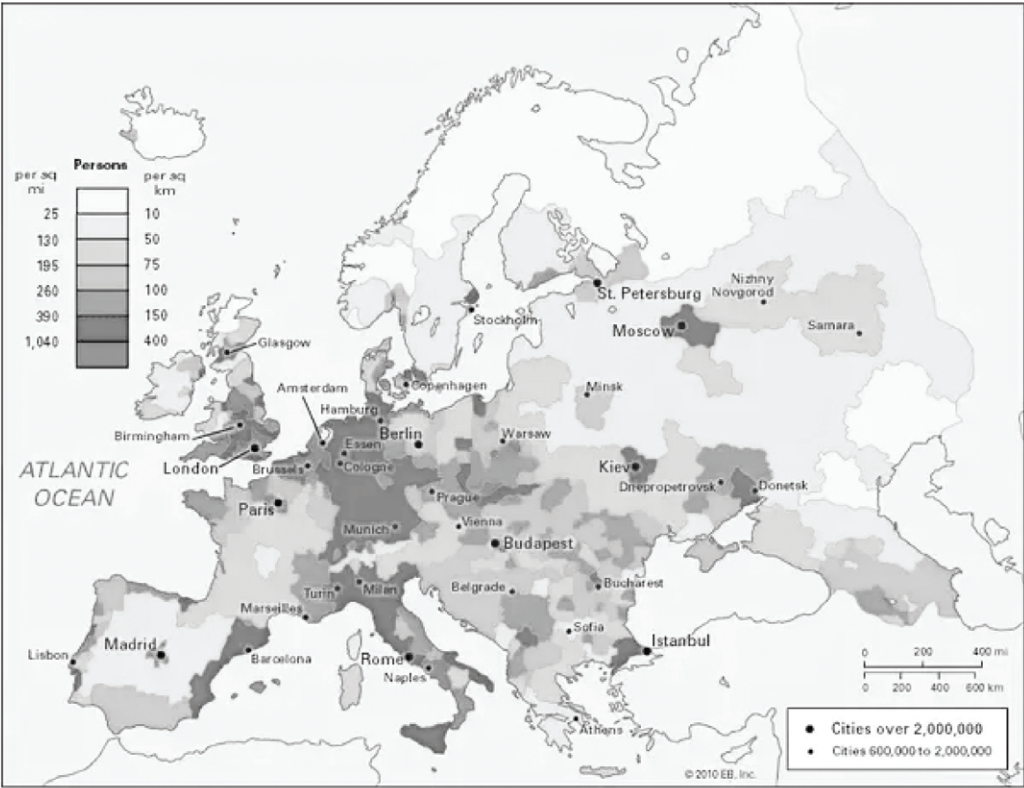
7th grade - Physical Map of Europe

Directions: The geography of Europe is varied. Label the mountainous areas, plains, and rivers. Use your textbook (page 317) or an atlas to help you to label the following features:

Label:			
Scandinavian Peninsula	Ural Mountains	Rhone River	Atlantic Ocean
Kola Peninsula	Caucasus Mountains	Tagus River	Mediterr. Sea
Iberian Peninsula	Carpathian Mountains	Seine River	Black Sea
Italian Peninsula	Pyrenees Mountains	Danube River	Norwegian Sea
Balkan Peninsula	Apennines Mountains	Thames River	North Sea
North European Plain	Alps Mountains	Rhine River	Baltic Sea



7th Grade Geography



In the above map we see the population density of Europe and Asia Minor. Use the map and the knowledge we learned in class and other research tools available to: **Give at least 3-4 quality sentences.**

- a) Why do think these areas are so populated?
- b) What is the biggest type of income/industries in these populated areas?



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Middle School

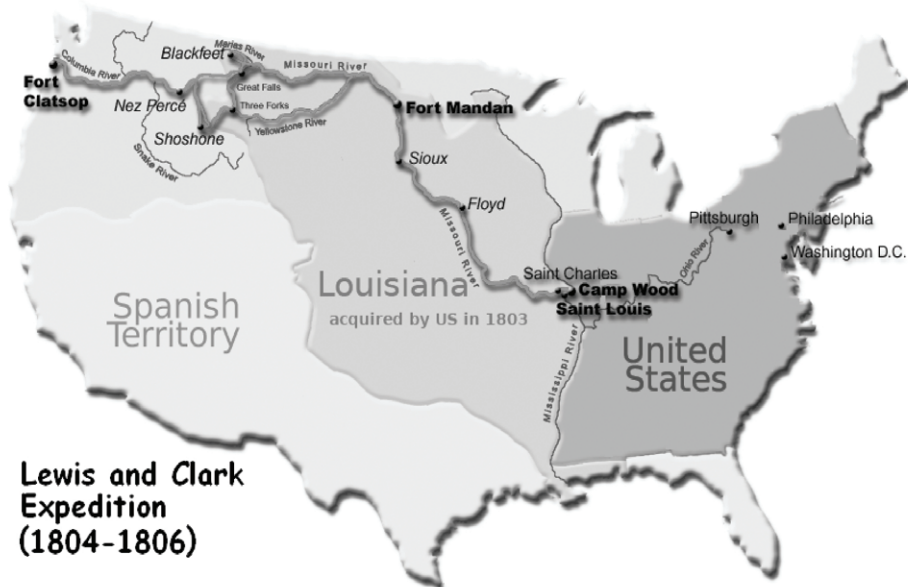
8th - The Lewis & Clark Expedition Name: _

The Lewis and Clark Expedition (1804–1806) was the first overland expedition by the United States to the Pacific coast and back. The expedition team was headed by Meriwether Lewis(28) and William Clark(33) and assisted by Sacajawea and Toussaint Charbonneau. The expedition's goal was to gain an accurate sense of the resources being exchanged in the Louisiana Purchase. The expedition laid much of the groundwork for Westward Expansion.

The Louisiana Purchase in 1803 sparked interest in expansion to the west coast. The United States did not know precisely what it was buying for 15 million and Napoleon Bonaparte, France’s leader was unsure of how much land he was actually selling. A few weeks after the purchase, President Thomas Jefferson, an advocate of western expansion, had Congress appropriate \$2,500 for an expedition.

The American expedition to the Pacific northwest was intended to study the Indian tribes with peaceful interaction, botany, geology, terrain and wildlife in the region, as well as evaluate the potential interference of British and French trappers who were already well established in the area. They sent items back to Jefferson from Fort Mandan.

Jefferson selected U.S. Army Captain Meriwether Lewis, his aide and personal friend, to lead the expedition, afterwards known as the Corps of Discovery. In a letter dated June 20, 1803, Jefferson wrote to Lewis: “*The object of your mission is to explore the Missouri River, and such principal stream of it as by its course and communication with the waters of the Pacific Ocean whether the Columbia, Oregon, Colorado or any other river offering the most direct and practicable water communication across this continent for the purposes of commerce.*”



1. How old was Meriwether Lewis when he was asked by President Jefferson to “head-up” the *Corps of Discovery*? Who did Lewis ask to be his co-captain on the expedition?
2. In 1803, what dictator, of what nation, agreed to sell the Louisiana Territory to the United States? How much was the purchase price and what did it do to the size of the United States?

3. Where did the Lewis & Clark expedition begin? President Jefferson hoped that the expedition would reveal the location of a *Northwest Passage*, what is this?
4. Lewis & Clark were instructed by President Jefferson to interact in what way with the Native Americans they encountered? Approximately how many tribes existed throughout the territories that Lewis & Clark would explore during their expedition?
5. After interacting with several different tribes, who was the French trapper –and more importantly- his wife that Lewis & Clark asked to join them on their expedition?
6. In what ways did Sacagawea assist Lewis & Clark during the expedition?
7. At what fort did Lewis & Clark begin packing items to be sent back to President Jefferson in Washington D.C.?
8. After leaving the Shoshoni, what geographic land feature served as a major barrier to the expedition?
9. By October 1805, what river in the Pacific Northwest did the expedition begin moving downstream on? What ocean did the river lead to? In what present day city and state did they setup winter quarters along the coast?
10. By the time the *Corps of Discovery* returned home, how long had the total expedition lasted? What happened to Lewis & Clark after the expedition?
11. How would the expedition forever change the United States of America?

Name _____

8th - North vs. South

Everyone thought the war wouldn't last long. Lincoln asked volunteers to sign up for only three months.

The Southerners were fighting for a way of life they believed in. They thought England would help them because they used a lot of the cotton the South grew. Many Southerners deserted the army because they didn't have the things they needed for fighting.

The Northerners had more men, more factories, and more weapons. The Northern military leaders were weaker than the Southern leaders. They later became as good with training.

Confederate

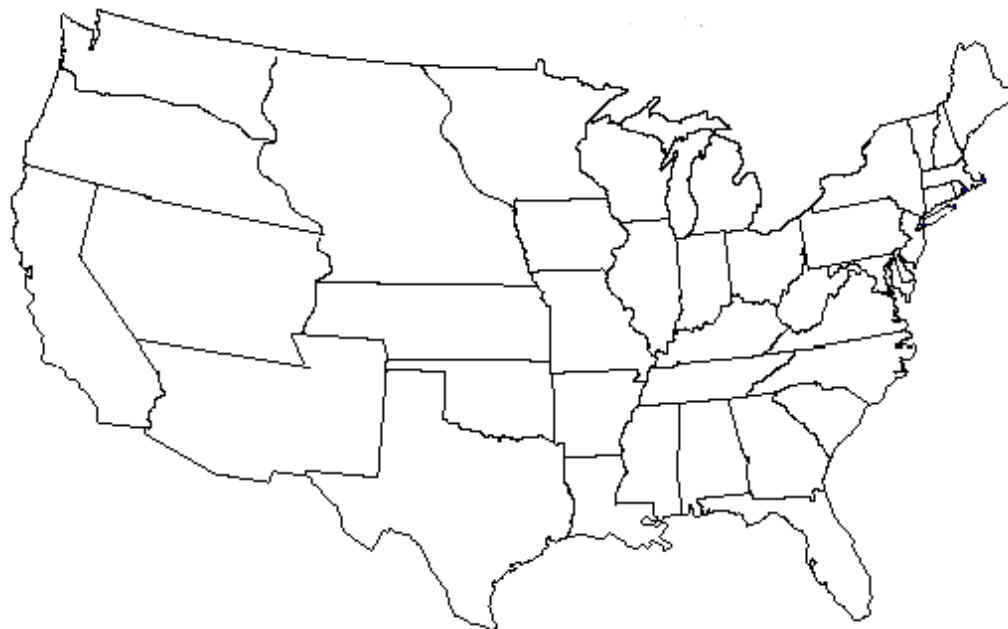
avored slavery
felt they were fighting a second war of independence
made living from small farms and plantations

wanted to lower taxes on goods

believed in states' rights

Union

opposed slavery
felt they were fighting a war to free the slaves
made living from factories and trade
wanted to higher taxes on Europeans goods so Southerners would buy Northern products
believed that the Union must be saved above all else



- Using the map above:
- Label all the states and territories
 - Color the Union one color
 - Color the Confederacy a second color
 - Color the territories a third color
 - Don’t forget a key!

Answer the questions below.

- 1) What were some of the North’s advantages?
- 2) What were some of the South’s advantages?
- 3) Who were some of the military leaders for the North?
- 4) Who were some of the military leaders for the South?
- 5) What were the Union’s initial battle plans?
- 6) What were the Confederate’s initial battle plans?



SCHOOLHOUSE NEWS

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Middle School

MS Science Week 4 Distance Learning

Lesson 1

Obtain a piece of bubble gum and start chewing to get ready for the experiments!

Part A: Chomper Challenge

(1) For this experiment, you will conduct five trials to determine the number of chomps you can do in 30 seconds. A chomp is defined as a “big chew”, or the kind that usually causes you to get caught with gum!

(2) Use a timer to determine the number of chomps you can do in 30 seconds. Record your data in the chart. Repeat the same process for the other trials.

Trial #	Chomps	Time(sec)	Speed
1			
2			
3			
4			
5			

Speed=# of chomps / Time

Round speed to the nearest hundredth

(3) What is your average speed? Round answers to the hundredth. _____ chomps/second

(4) Based on your average chomping speed, how many chomps could you do in five minutes, one hour, or one day? Show your work!

5 min = _____ chomps
1 hour = _____ chomps
1 day = _____ chomps

Lesson 2

Scientific Method

Come up with a scientific experiment that you would like to perform. Make sure that it is ok with your parents before you plan and carry out your experiment. Fill out the following scientific experiment guide to help guide you with your experiment.

Step 1 . . . Question / Purpose

Step 2 . . . Research

Step 3 . . . Hypothesis (If..., then....)

Variables

Independent: _____

Dependent: _____

Constants: _____

Step 4 . . . Materials

- _____
- _____
- _____
- _____
- _____
- _____

Step 5 . . . Procedure / Experiment

- _____
- _____
- _____
- _____
- _____
- _____

Step 6 . . . Data collection/Analyze (draw and complete a Data table for your results) Could you make a graph to help display your results?

Step 7 . . . Conclusion (Was your hypothesis correct or not? Why? Explain your data and results. What could you do to improve the experiment?)

VOCABULARY REVIEW

USE THE CLUES AND THE WORD BOX TO COMPLETE THE WORD SEARCH.

ENERGY POTENTIAL KINETIC RENEWABLE NON-RENEWABLE BIOMASS
VOLCANO FUMAROLE GEYSER HOT SPRING SOLAR CELL SOLAR PANEL
TURBINE CONSERVE

Tip: → ↓ ↖ ↗ ↘ ↙

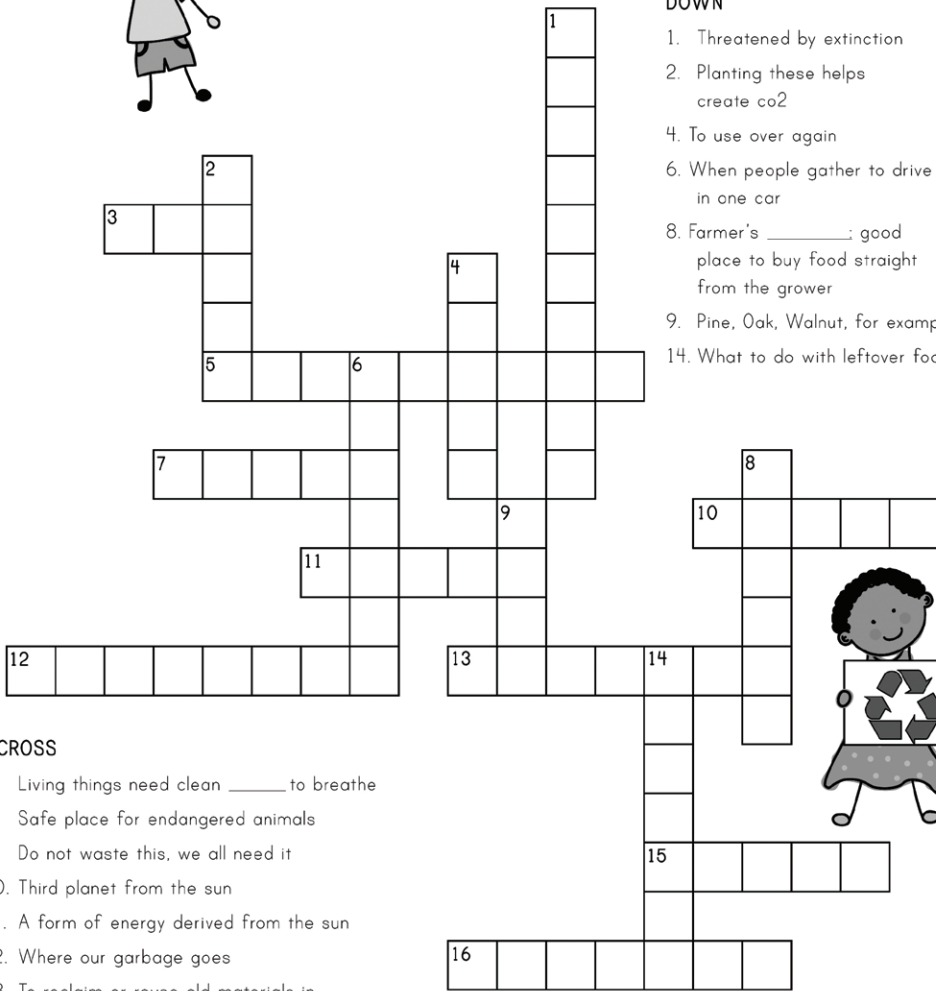
P V B I O M A S S C A G Q U U T O E P F
D O G X X P R E O J H U E U U Q L I A O
R L Z X G W O N L S R M W Y Y B Q H R T
T C W S R P S T O O M E D I A X C O J R
U A T A O E U L E R R K S W G F O T E C
R N S W R E A E A N T A E Y L J I S N J
B O Z V I R N R N N T N M U E S G P E M
I G E O C I L I M I E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

- Energy in motion is called _____ energy.
- Stored energy is called _____ energy.
- A machine powered by rotating blades is a _____.
- A spring that shoots out hot water is a _____.
- Sources of energy that will never run out are known as _____ energy.
- Energy that comes from things such as plants and trees is known as _____ energy.
- _____ is the ability to do work.
- A hole in the ground that has vapors or gases coming out is called a _____.
- A tool that changes light energy into electricity is a _____.
- _____ means to use something in small amounts.
- A _____ is a vent in the Earth's crust in which melted rock comes out.
- Energy available in a specific amount that will not regenerate is known as: _____ energy.
- A _____ is a group of solar cells connected to form a large, flat surface.
- A source of warm water is called a _____.



Earth Day Crossword

Use the clues to fill in the puzzle.



- DOWN
- Threatened by extinction
 - Planting these helps create co2
 - To use over again
 - When people gather to drive in one car
 - Farmer's _____; good place to buy food straight from the grower
 - Pine, Oak, Walnut, for example
 - What to do with leftover food

- ACROSS
- Living things need clean _____ to breathe
 - Safe place for endangered animals
 - Do not waste this, we all need it
 - Third planet from the sun
 - A form of energy derived from the sun
 - Where our garbage goes
 - To reclaim or reuse old materials in order new products
 - There is hole in the _____ layer
 - Animals' home

ANSWERS

ACROSS 3. air 5. sanctuary 7. water 10. earth 11. solar 12. landfill 13. recycle 15. ozone 16. habitat
DOWN 1. endangered 2. trees 4. reuse 6. carpool 8. market 9. tree 14. compost