

7th Grade Student eLearning Activities Log Day 10

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities **or** complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 10

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?
Pearson Realize Draw Conclusions				Health: Complete the Stress Self Reflection and Adult Interview.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				Drama: Create a costume for at least one character in your script. Take a picture of someone wearing it.
OR				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Meet the Black Woman Who Changed How We treat Cancer" and answer the questions.	Art: Reflect on the drawings that you've done over the last week. Pick your favorite and write a paragraph about why you picked it.
Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.				Music: Complete a song reflection for a favorite song that is appropriate for school . Describe the reasons you like or dislike about the song and genre.
				Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings . List research resources and create a summary of what you learned .
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.) . Click here for some examples .

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 10: Grado 7

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 10

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	<p>PE: Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</p>
Pearson Realize Draw Conclusions				<p>Health: Complete the Stress Self Reflection and Adult Interview.</p>
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				<p>Drama: Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.</p>
OR				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer, write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read “Meet the Black Woman Who Changed How We treat Cancer” and answer the questions.	<p>Art: Reflect on the drawings that you’ve done over the last week. Pick your favorite and write a paragraph about why you picked it.</p>
				<p>Music: Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.</p>
				<p>Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</p>
				<p>STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.</p>

Firma de Padres _____ Fecha _____

Reading: Draw Conclusions**Practice**

A **conclusion** is a reasonable opinion or decision you reach by analyzing several facts and details. To draw conclusions about a play, notice what characters say and do. Pay attention to how characters interact with each other. Then, use your own experience and knowledge about people to assess this information and make a decision about the characters.

Read the example. Then, answer the questions.

Sarah: Could you please get the cake pan from the upper shelf? I can't reach it.

Jean: Here it is. Is that everything we need?

Sarah: Let me check the recipe. I think we're ready to start mixing.

Jean: Shouldn't we turn the oven on now? Mom usually does that so the oven preheats while she's mixing the batter.

Sarah: You're right, she does. In fact, that's what the recipe says, too.

1. What do you think Sarah and Jean are doing? Circle the letter of the best answer.

- A. performing an experiment C. baking a cake
B. playing a trick on their mother D. fixing dinner

2. Who do you think is taller, Sarah or Jean? _____

3. Why do you think so?

4. Which of the following conclusions does *not* seem correct, based on the interaction of the characters? Circle the letter of the best answer.

- A. Sarah and Jean work well together. C. The girls are skilled bakers.
B. Sarah and Jean are sisters. D. The girls have learned from their mother.

Name : _____

Score : _____

Mean, Median, Mode & Range

Level 2: S1

Find the mean, median, mode and range in each problem.

- 1) A fast food restaurant collects the soft drink cans for recycling. The number of cans collected in two weeks are given below.

84, 97, 77, 31, 84, 63, 58, 72, 47, 84, 69, 94, 43, 68

Mean : _____ Median : _____ Mode : _____ Range : _____

- 2) A health centre recorded the height (in cm) of ten male toddlers (one year old) who came for vaccination. The heights are given below.

64, 71, 70, 68, 71, 75, 66, 65, 71, 69

Mean : _____ Median : _____ Mode : _____ Range : _____

- 3) The Central library has Science books kept in 12 racks. The number of books kept in each rack are given below.

40, 58, 62, 36, 42, 58, 56, 58, 71, 66, 47, 73

Mean : _____ Median : _____ Mode : _____ Range : _____

- 4) The retail price of fresh and whole milk (in dollars) per gallon in the United States from 2006 to 2014 is the following.

3, 3.9, 3.7, 3.1, 3.3, 3.6, 3.6, 3.5, 3.8

Mean : _____ Median : _____ Mode : _____ Range : _____

- 5) A dendrologist measures the height (in feet) of a Mature Red Maple, Big Leaf Maple, Jack Pine, Eastern White Pine, Loblolly Pine, Salsh Pine, Longleaf Pine, Black spruce and Balsam Fir. The recorded heights are given below.

73, 68, 73, 85, 92, 81, 88, 35, 48

Mean : _____ Median : _____ Mode : _____ Range : _____

The medical practitioner who paved the way for women doctors in America

By Smithsonian.com, adapted by Newsela staff on 03.15.18

Word Count 1,142

Level 1080L



Image 1. Harriot K. Hunt was the first woman to apply to Harvard Medical School. Though she was prevented from attending, she set an example for female practitioners of medicine. About a century later, Harvard Medical School finally welcomed its first female class, shown here, in 1945. Photo from the Francis A. Countway Library of Medicine/Harvard Medical School

Harriot Hunt's sister fell ill in 1830, and male physicians treated the Boston woman with harmful treatments from that era. They gave her medical blistering, which is a mixture of ingredients used to cause skin blisters. They used ointments with mercury. When these treatments showed no results, the family doctor moved on to leeches. Meanwhile, Hunt's sister's condition kept getting worse.

Hunt was beside herself. The sisters began searching through medical texts themselves in hopes of finding a cure. Hunt was taking her first step to becoming what historian Ruth J. Abram would call "the mother of the American woman physician." Hunt's name might not be widely known today, but she used her skills in medicine and politics to blaze a trail for women doctors in the United States.

Women had been practicing medicine throughout human history. For example, the author of the oldest medical text was an ancient Greek female physician named Metrodora. But by the 17th century, women were increasingly prevented from studying medicine in the U.S.

At the time Hunt's sister fell ill, no American women had access to formal medical training. Hunt reached out to an English woman named Elizabeth Mott, who practiced botanic medicine, also known as herbal medicine. Botanic medicine was a medical movement that revolved around the benefits of herbs, grasses, fungi, shrubs and trees.

A Doctor Who Offered Compassion

When Mott came for a visit, Hunt got her first look at a female medical practitioner. She was instantly struck by her sympathetic bedside manner and air of authority. Hunt's sister began to improve, though the more likely reason was that her body was finally allowed to recover from all the "treatments" she had been subject to.

When Hunt's sister recovered, the siblings decided to give up teaching in order to study medicine under Mott. For the next two years, they learned anatomy and physiology from her. In 1835, when Mott left for Europe, the sisters took over her Boston medical practice.



In 1840, Hunt's sister married and quit medicine, but Hunt continued on alone. She practiced in the house that she and her sister had paid for thanks to their medical work. She felt driven by a mission to offer something that the many physicians who treated her sister neglected: compassion.

In 1843, Hunt formed a group called the Ladies' Physiological Institute. According to historian Martha Verbrugge, the Institute was an opportunity for middle-class women to popularize the idea of women in medicine.

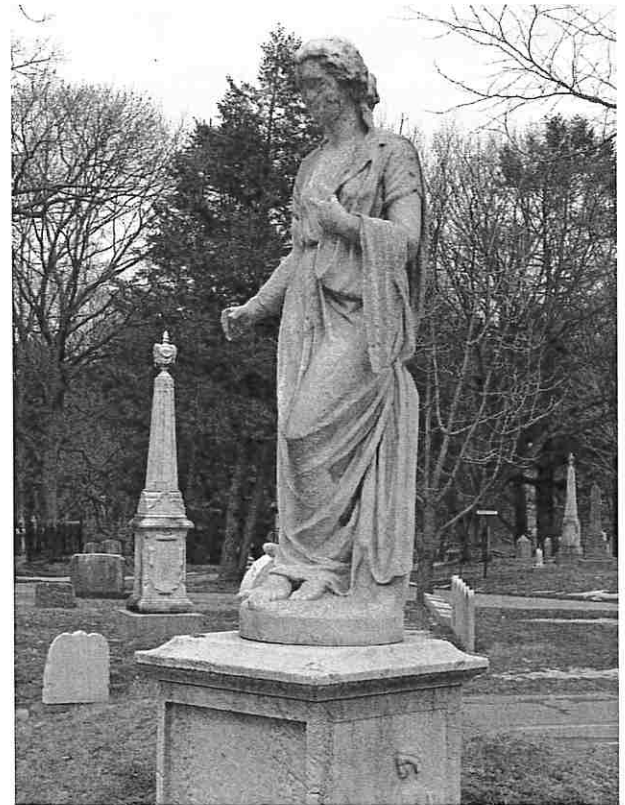
Hunt Was Turned Away From Harvard

In 1847, Hunt learned that Mott had returned to the States and was very ill. She and her sister had not seen Mott for years, and they went to her bedside. "I found her sick unto death," Hunt wrote. The sisters, unable to do anything, stayed by her side, and Mott died shortly after. It was around this time that Hunt decided to apply to Harvard Medical School. No woman had attended the school before.

Hunt's initial application was turned down. After learning that another woman had been accepted to practice medicine at Geneva Medical College, in New York, that same year, Hunt decided to convince Harvard's dean, Oliver Wendell Holmes, to let her in. The other woman was Elizabeth Blackwell, who later became the first woman to obtain a medical degree in the U.S.

This time, amid growing debate over the role of women in medicine, Hunt was accepted to attend medical lectures. So were three black students, Martin Delany, Daniel Laing and Isaac Snowden, who all planned to practice medicine in Africa. However, when the white male student body caught wind of what was happening, they were outraged at having to study alongside both black men and a white woman.

In face of the protests, the school's faculty met privately with Hunt to convince her not to attend the lectures. She eventually agreed. The event created so much anger from male students that the Harvard Medical School later created official rules against women attending lectures. The school wouldn't open its doors to women until 1945. Hunt never received the formal training she wanted, but in 1853 the Female Medical College of Pennsylvania honored her with an honorary degree. This is a degree that is awarded to people who have proven their skills and experience, even without having officially received an education in the field.



A Voice In The Women's Movement

Hunt's rejection from Harvard pushed her to see the field of medicine through a political lens. In 1850, she attended the first National Woman's Rights Convention, a gathering of women's rights leaders and supporters in Massachusetts. She spoke alongside heroines like Lucretia Mott, Lucy Stone and Antoinette Brown-Blackwell, and made the case that women should receive a medical education. She soon became a leading voice in the women's movement in her own right. However, as historian April R. Haynes pointed out, Hunt failed to speak up about racism.



In the next few years, Hunt gained attention for refusing to pay taxes to the U.S. government. In 1853, she announced that she would no longer pay taxes to a system that refused to count her vote. Hunt linked other women's reforms to the right of women to earn an income. She began giving talks about the importance of women physicians, and continued to practice medicine herself. She continued to see patients until her death, in 1875.

If Hunt had lived just five more years, she would have seen, according to estimates by historian Regina Markell Morantz-Sanchez, some 2,000 women practicing medicine. In 1893, Johns Hopkins Medical School in Maryland opened its doors to women. By 1900, according to Marjorie A. Bowman's book "Women in Medicine," around 6 percent of all physicians were women. Today, the Kaiser Foundation estimates that 34 percent of the nation's physicians are female. Kaiser

Foundation is an organization that researches health care in the U.S. Hunt's dedication to medicine helped pave the way for women doctors.

Quiz

- 1 Which of the following MOST influenced Harriot Hunt to get involved in politics?
- (A) the ineffective medical treatment of male physicians when her sister was ill
 - (B) founding the Ladies' Physiological Institute
 - (C) the unfair treatment of black students admitted to Harvard Medical School
 - (D) being unable to attend Medical School at Harvard
- 2 How did her sister's illness affect Harriot Hunt?
- (A) It inspired Hunt to pursue a career in medicine.
 - (B) It highlighted the talent of many female doctors.
 - (C) It encouraged her to graduate from Harvard Medical School.
 - (D) It connected her to leaders in the women's rights movement.
- 3 What is the MAIN reason the author includes the section "A Voice In The Women's Movement"?
- (A) to highlight other prominent figures in the push for women's rights in the medical field
 - (B) to show the impact of a little known figure on the expanding role of women in medicine
 - (C) to explain that admission to Harvard Medical School was restricted to white men
 - (D) to describe how a significant figure first became interested in the study of medicine
- 4 Why does the author include the information about the Ladies' Physiological Institute in the article?
- (A) to explain how Hunt's views on the role of women changed over time
 - (B) to demonstrate why Hunt began working in the medical field
 - (C) to show how Hunt advocated for the acceptance of women in the medical field
 - (D) to link Hunt's efforts with other prominent leaders in the women's rights movement

Meet the black woman who changed how we treat cancer

By Massive Staff, adapted by Newsela staff on 02.23.20

Word Count **647**

Level **1030L**



Jane Cooke Wright broke barriers as a black female doctor and cancer researcher beginning in the 1940s. National Library of Medicine / Public domain

Chemotherapy is one of the most common cancer treatments today. Jane Cooke Wright, a pioneer in cancer research, played a major role in cancer research and developing chemotherapy methods that would help patients in new ways.

She also faced many challenges as a black female doctor in a field that was dominated by white men.

Background And Early Medical Career

Wright was born into a family of doctors in 1919 in New York City. Her grandfather was a graduate of the first medical school for African Americans in the South. Her father, Louis Wright, was one of the first black graduates of Harvard Medical School.

Louis Wright was the city's first African-American police surgeon in 1929. Later, he established a cancer research center at Harlem Hospital in New York City. Historically, Harlem Hospital was

known for training black doctors and nurses.

Both Wright and her sister, Barbara Wright Pierce, became doctors. At the time, the number of black female physicians in America numbered in the hundreds.

Wright graduated from New York Medical College in 1945 and completed her training at Harlem Hospital. Later, she joined the hospital's cancer research center where her father was director. When her father died in 1952, Wright was appointed head of the research foundation, at the age of 33.

Changing Cancer Treatment Through Clinical Trials

Cancer is one of the leading causes of death in the world. It causes uncontrolled growth of cells in the body, which can form lumps in tissues called tumors. When tumors are too numerous or large, they can interfere with organ function.

In the late 1940s, the best-known method for attacking tumors was to remove them through surgery. When Wright began her work, she pushed the idea of connecting research on mice to research on cell or tissue samples in the lab. She then compared those results to tests done on humans in clinical trials.

Clinical trials are tests done on a large number of patients. Usually, the patients are split up into two groups: One group receives the treatment and one group does not. Scientists can then compare the two groups to see how well the treatment works.

Today, new treatments or drugs usually have to go through clinical trials before they are approved for the public. Clinical trials are now so common, it's hard to imagine developing cancer treatments without them.

That shift is largely due to Wright's work. She opened "the gates to new possibilities in treatment of cancer. In that way she was a trailblazer," said Robert E. Madden, professor of surgery at New York Medical College.

Developing Chemotherapy As An Effective Cancer Treatment

Chemotherapy involves treating cancer using drugs that kill cancer cells or stop them from growing or spreading to other parts of the body. Wright tested and proved that chemotherapy could work to treat tumors of the brain and other organs. Before this, chemotherapy was a relatively untested way of dealing with cancer.

Wright came up with a variety of methods for injecting chemotherapy drugs directly into the bloodstream of patients. Then, veins and arteries could carry the treatment to hard-to-reach tumors.



She doggedly tested a variety of chemical compounds and dosages to find the most effective treatments and reduce side effects. She also conducted some of the first tests on combinations of drugs to find the specific order of treatments that works best.

Wright's work continued for 40 years. In 1964, she was appointed to President Lyndon B. Johnson's Commission on Heart Disease, Cancer and Stroke. This later led to a national network of treatment centers for these diseases. She became the first woman president of the New York Cancer Society in 1971. She retired in 1987 and died in 2013, with many remembering her lasting contribution to cancer research.

Quiz

- 1 Which section from the article BEST explains why Jane Cooke Wright became a doctor?
- (A) Introduction [paragraphs 1-2]
 - (B) "Background And Early Medical Career"
 - (C) "Changing Cancer Treatment Through Clinical Trials"
 - (D) "Developing Chemotherapy As An Effective Cancer Treatment"
- 2 The following sentence from the section "Developing Chemotherapy As An Effective Cancer Treatment" helps to prove the claim that Jane Cooke Wright's research changed the way cancer is treated.

Wright tested and proved that chemotherapy could work to treat tumors of the brain and other organs.

Which sentence from the section provides further support for the claim?

- (A) Before this, chemotherapy was a relatively untested way of dealing with cancer.
 - (B) Wright came up with a variety of methods for injecting chemotherapy drugs directly into the bloodstream of patients.
 - (C) Then, veins and arteries could carry the treatment to hard-to-reach tumors.
 - (D) She retired in 1987 and died in 2013, with many remembering her lasting contribution to cancer research.
- 3 WHY is Jane Cooke Wright considered to be a pioneer in cancer research?
- (A) She advocated for the rights of patients participating in clinical trials.
 - (B) She established new surgical procedures for removing cancerous tumors.
 - (C) She researched and tested new methods of treatment with chemotherapy.
 - (D) She opened a cancer treatment center and research foundation at Harlem Hospital.
- 4 According to the article, WHY do doctors test new cancer treatments or drugs through clinical trials?
- (A) because of limitations on surgical treatments
 - (B) because of restrictions on testing on lab mice
 - (C) because of the New York Cancer Society's regulations
 - (D) because of Wright's research on cancer treatments

Name: _____

Stress Self Reflection and Adult Interview

1. Make a list of the top five everyday problems that cause stress in your daily life.
2. Interview one adult and ask them to recall the top five everyday problems they faced **when they were your age**. *high school*
3. Write a **paragraph** that compares the problems you listed with the problems the adults listed. Based on this comparison, would you say that sources of everyday stress have changed, or stayed the same? Give at least three similarities or differences and explain why you came to your conclusion. Please include 3 healthy steps you take versus 3 healthy steps the adult takes to manage their stress. You must give a thoughtful response for credit.

Student List	Adult List
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

Student Response

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Song Reflection eLearning Day 1

Name _____ Date _____

Directions: Please choose an appropriate song that you can reflect on for this music assignment.

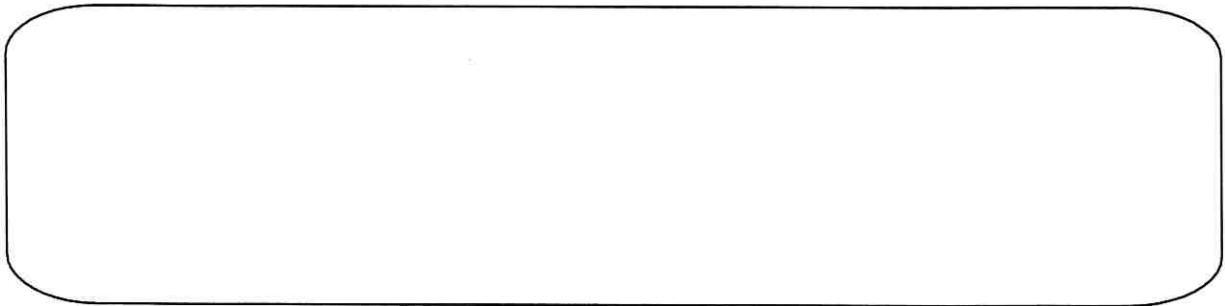
Song title: _____

Name of Artist(s)/group: _____

Total listening time: _____

Pre-listening reflection: Why did you choose **this** song?

Memory Map: As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



Prediction: Describe the reasons you like or dislike about the song and genre.

Point of View: Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?
How do you know?

➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

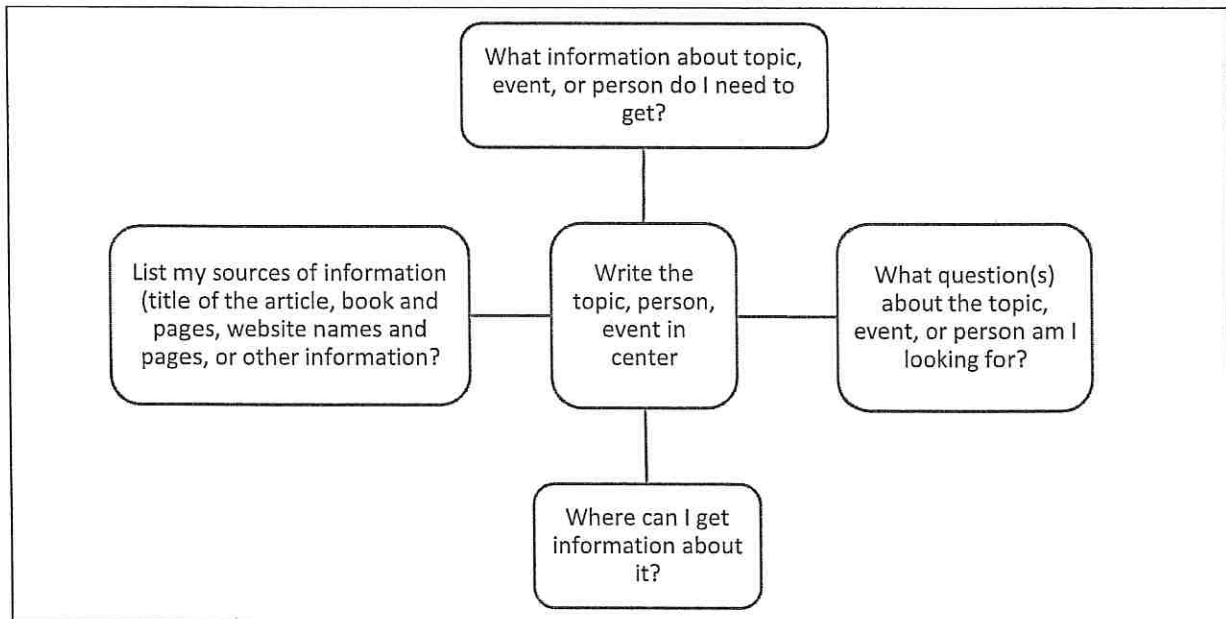
➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

eLearning Research Activity

Name: _____ Date: _____

Research about a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Use the graphic organizer below to help you organize what you would like to write about.

THINK AHEAD



COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

What do I need to know more about?

What keywords relate to this topic, person, or event?

WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____