

Blizzard Bag #1 ART

Look up on line: Georgia O'Keeffe painting of Pink Shell with Seaweed (1937)

Answer the questions by putting down the number of the question with the correct letter answer.

1. What is the focal point of this picture?

- a. blue background
- b. the swirl in the center
- c. seaweed

2. What is the subject matter?

- a. water
- b. sea shell
- c. boat

3. What colors were used

- a. peach, pink, purple, blue and yellow
- b. red, pink, yellow, blue and peach
- c. peach, green, pink, blue and yellow

6th grade (Band Students)
only

THE BASICS

Name: _____

Class: _____

Note Values

DIRECTIONS: True or false? Circle correct answer for each example.

1.  +  = 

True False

2.  +  = 

True False

3.  +  = 

True False

4.  +  +  = 

True False

5.  +  = 

True False

6.  +  +  = 

True False

7.  +  = 

True False

8.  +  +  = 

True False

9.  +  +  = 

True False

10.  +  +  +  = 

True False

Mr. Ballinger's PE Blizzard Bag Instructions

Go to www.brainpop.com

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password: wildcats

Watch the video on soccer

Click on [Health](#), then [Sports and Fitness](#), then [Soccer](#), watch the video

Take the quiz

Click [Take the Quiz](#), then [Classic Quiz](#), then answer the questions

Email Results

Click [Email Your Results](#), enter your name and Mr. Ballinger's email (ballingerb@blan.org), send results

Wellness Commercial Follow-up Homework

Name: _____

How would you rate your own level of overall personal wellness?

Very Poor Poor Average Good Very Good

What area of wellness would you say is usually the easiest for you to manage? **Explain Why.**

Physical Emotional Mental Social Spiritual

What area of wellness do you struggle with or need to work on the most? **Explain why.**

Physical Emotional Mental Social Spiritual

What area of wellness do you believe to be the most important to you? **Explain why.**

Physical Emotional Mental Social Spiritual

Johann Sebastian Bach



Johann Sebastian Bach was a German composer born in 1685. He died in 1750. He was the youngest of the children of Johann Ambrösius Bach. Musical talent had been in his family for generations. Many of his ancestors were composers and musicians. By the time Bach was ten, both of his parents had died and his elder brother took him in.

When he was a small boy living with his brother, Bach was forbidden to touch his brother's expensive handwritten music book, which was kept in a music cabinet with barred doors. The doors were kept locked unless Bach's brother was using the music in that cabinet. Temptation was too strong for young Bach, however, for he wanted to play the music in that book very badly.

Every night that had enough moonlight for the next six months, Bach slid the book between the bars of the cabinet and copied the music from the forbidden book into his own book.

One night, he was so tired that he fell asleep over his work, forgetting to slip the book back into the cabinet through the bars. When he woke, his furious brother took and hid both music books: the original, and the book that Bach had copied. Although the story did not end well for Bach, it shows his devotion to music, even at a young age.

When Bach was fifteen, he was sent to high school, or *Gymnasium*, and he joined a boys choir. At eighteen, he was appointed a violinist at the court of Weimar. A few months later, he became organist at St. Boniface's Church.

In 1709, Bach became the composer for the Duke of Saxe-Weimar. There, he wrote much religious music, a few cantatas, and some organ music. He secured enough money in that position to buy a house, and he married his cousin, Maria Bach. She gave birth to seven children, including Carl Philipp Emanuel Bach, another famous composer. She died in 1720.

Eighteen months after his wife's death, Bach married Anna Magdalena Wrieken. She gave birth to thirteen children. Bach fathered twenty children with his two wives.

Johann Sebastian Bach, *continued*



In 1723, Bach became Cantor of St. Thomas's Church. This meant he had more money, and could send his boys to a better school. He was glad because he wanted his boys to have the finest education possible within his means.

During the last ten years of Bach's life, his eyesight was poor despite attempts to restore it through operations. In his very late years, he was almost completely blind.

Although Bach is known today as a composer, during his lifetime he was better known as a musician, mainly an organist. Among the many instruments he played were harpsichord, clavichord, organ, and violin.

Two of Bach's most famous works are *St. John's Passion* and *St. Matthew's Passion*. The words to these songs come from the Bible. His Passions were a little like operas, but without the scenery and costumes.

Bach's best known works were his Brandenburg Concertos. He wrote six of them, and although he never got to hear them himself, they are enjoyed by people all over the world today.

Bach wrote so many songs that as many as half of them could be unknown or unpublished today. Many other composers and even popular music artists have taken his themes and melodies and adapted them for other uses.

Bach composed so many songs that no one knows how many he wrote. His music is enjoyed all over the world by many types of people today. Although he was never rich during his lifetime, he has made us rich in music and culture. Johann Sebastian Bach was a gifted and talented man.

Now click the link below to complete the Google form:

BMS Music/ 7th & 8th Band Class Blizzard Bag 1 (Bach)

https://docs.google.com/a/blan.org/forms/d/1JxSGveDsmjILFCcQWqy6z-UNtFCWuD_fI_eHJ8Y7VSM/viewform



stephanie.cummings <cummings@blan.org>

BMS Music/ 7th & 8th Band Class Blizzard Bag 1 (Bach)

1 message

woodd@blan.org <woodd@blan.org>
To: cummingss@blan.org

Fri, Mar 28, 2014 at 10:37 AM

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https://docs.google.com/forms/d/1JxSGveDsmjILFCcQWqy6z-UNtFCWuD_fl_eHJ8Y7VSM/viewform

BMS Music/ 7th & 8th Band Class Blizzard Bag 1 (Bach)

When was Bach born *

- 1565
- 1685
- 1865
- 1492

When did Bach die? *

- 1750
- 1570
- 1700
- 1770

Who was Bach's father? *

- Johann Christian bach
- Johann Michael Haydn
- Johann Ambrosius Bach
- Joseph Magdalena Bach

With whom did Bach live during his teenage years? *

- his grandparents
- his parents
- his sister
- his brother

What was Bach's first job? *

- choirboy at Wesminster
- organist at St. Thomas's
- violinist at Weimar
- composer for the Duke

Who was Bach's first wife? *

- Maria Bach
- Anna Magdalena Wilcken
- Clara Schumann
- Eva Johanna Bihlmaier

Who was Bach's second wife? *

- Maria Bach
- Anna Magdalena Wilcken
- Clara Bach
- Eva Johanna Bidlmaier

How many children did Bach have altogether? *

- 7
- 13
- 10
- 20

What physical problem did Bach have in his later years? *

- Deaf
- Blind
- Alzheimer's disease
- Cerebral Palsy

What instrument did Bach NOT play? *

- Harpsichord
- Organ
- Violin
- Piano

What is Bach's most famous work? *

- Brandenburg Concertos
- Goldberg Variations
- The Well-Tempered Clavier
- St. Luke's Passion

How many songs did Bach write? *

- 100
- 500
- 1000
- Unknown

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Day 1

Blizzard Math # 1

The Fishing Trip

Name _____

Objective: Perform decimal computations.

Step 1: Highlight key words & labels. Step 2: Solve the problem. Step 3: Write your answer in a complete sentence.

What part of a fish weighs the most?

Emily and her family take a fishing trip in the mountains each year. Help Emily solve this riddle by adding, subtracting, multiplying, or dividing.

T. The family bought a large tent for \$79.95. They also purchased an ice chest for \$11.89. They bought two fuel tanks for the cook stove at \$5 each. What did they spend altogether for these camping supplies?

E. The three children had outgrown their hiking boots. Boots were on sale for \$24.50 each. How much did the three pairs of hiking boots cost?

I. Last year, the food for the 12-day trip cost \$259.82. This year, they spent only \$186.89 on food. How much less did they spend this year?

L. Their six water bottles held 16.5 gallons. How much did each water bottle hold?

A. Emily bought 4 new fishing lures. They were \$2, \$0.59, \$1.79, and \$1.65. How much she did pay in all for the lures?

C. Emily's mother bought two bottles of sunscreen for \$2.39 each, and three bottles of insect spray for \$1.29 each. How much did she spend on protection from sun and insects?

S. The fee for camping at the campsite was \$83.40. If the family camped there for 12 days, how much did they pay each day?

S. The altitude at their home was 3,850.7 ft. The altitude at their campsite was 9,875 ft. How much higher was the altitude at the campsite than at their home?

<u>72.93</u>	<u>101.85</u>	<u>6.95</u>	<u>6024.3</u>	<u>8.65</u>	<u>6.03</u>	<u>2.75</u>	<u>73.50</u>	<u>6024.3</u>
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Day 1

Key Words

+	-	X	÷	Estimation	GCF	LCM
Same Labels	Same Labels	Different Labels	Different Labels	Round First		
altogether both deposit in all increase perimeter plus sum total*	change cut* decrease difference left less minus more never not now remain rest still take away withdraw words ending in -er farther fewer longer	area each* of (between 2 #s) per* percent product profit surface area times total* volume	average / mean cut* each* equal per* pieces quotient share total of	about approximately estimate round	greatest largest longest most maximum	again first least lowest minimum next smallest

* Found in more than one operation

The Gift of the Nile

Grain was scarce, and fruit was dried up. People robbed their neighbors. Babies were crying, and old men were sad as they sat on the ground with their legs bent and their arms folded.

So begins an ancient legend about the Nile River. The Egyptians depended on the flooding of the Nile to water their fields. During years of "high Niles," crops grew well and people had plenty to eat. Years of "low Niles" provided barren fields.

The legend tells of a time of low Niles, when Egypt had seven years of famine. This time fell during the reign of King Zoser, who ruled in the

2600's B.C. The king watched the crops withering, and he saw his people starving. He turned to his chief advisor, Imhotep, for help. The answer, said Imhotep, was to learn the name of the god of the Nile so they could pray to him. Later, he told the king that the Nile slept in two caverns below a temple near Egypt's southern border. When it was time, the ram-god Khnum (ka noom) opened the floodgates, and the Nile rushed toward Egypt. That night Zoser dreamed that Khnum spoke to him: "I am Khnum. I know the Nile. When it covers the fields, it gives them life. Now the Nile will pour over the land without stopping. Plants will grow, bowing down with fruit. The years

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LEARNING FOCUS

What did the ancient Egyptians accomplish because of the "gifts of the Nile"?

Key Terms

- cataract
- delta
- papyrus
- dynasty
- pharaoh

► In this scene at Aswan in south Egypt, the fertile riverbank contrasts sharply with the barren desert.



of starvation will be over."

When the king awoke, he told the people that they must honor Khnum by giving a portion of each year's harvest to his temple. The high Niles returned, and the seven years of hunger ended.

The Geography of the Nile

Egypt is on the northeastern coast of Africa. Look at the map and locate Egypt on the globe in the inset. Now find the Nile River on the large map.

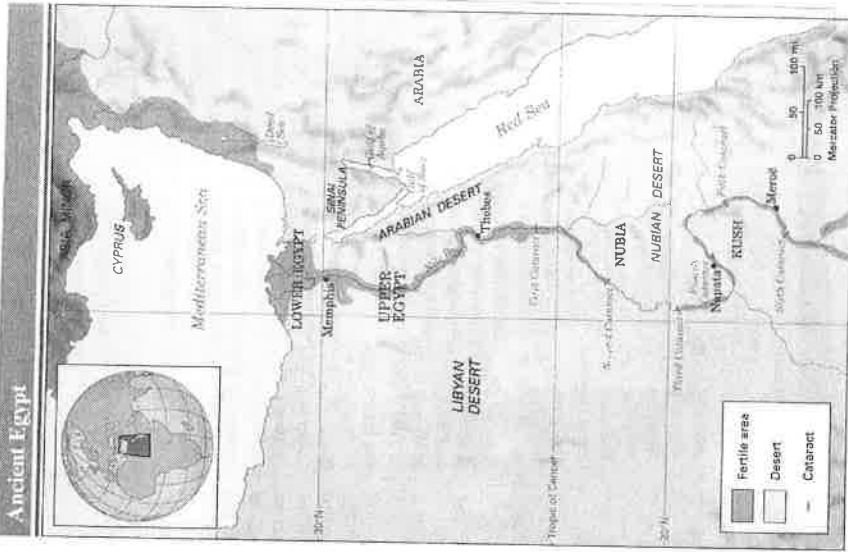
As the ancient legend shows, the Nile is Egypt's lifeline. Without it, most of the land would be desert. It is the longest river in the world, traveling over 4,000 miles from its source in the lakes and marshes of central Africa to its outlet in the Mediterranean Sea.

At six places along the Nile's winding course, stone cliffs and boulders force its waters through narrow channels. The water rushes through, forming waterfalls and rapids called cataracts. The first cataract marked the southern boundary of ancient Egypt. Find it on the map.

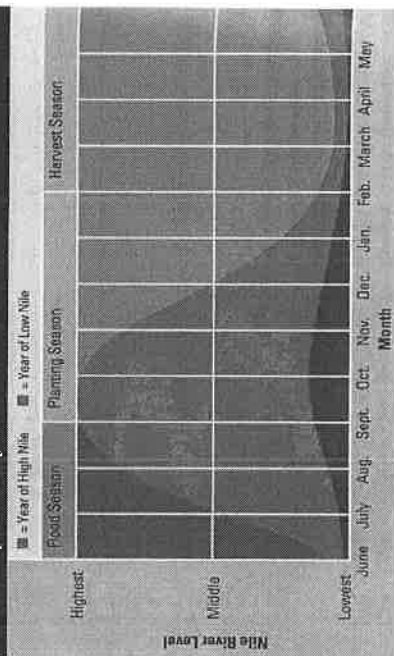
From the first cataract, the Nile flows north for about 600 miles. For most of this journey, it flows as a single large map.

From the first cataract, the Nile flows north for about 600 miles. For most of this journey, it flows as a single large map.

Some have compared the shape of Egypt with that of a lotus flower. Can you see the flower's blossom and stem?



Nile Valley Flood Cycle



A Which months made up each of Egypt's three seasons? How did the years of high Niles differ from the years of low Niles? What might you be doing now if you were a farmer in ancient Egypt?

west are parts of the Sahara, the great desert that covers much of North Africa. Desert on two sides, mountains on the south, and the Mediterranean on the north—these natural barriers isolated ancient Egypt and protected it from invaders.

A Dry Climate

From the air much of the Nile looks like a brown snake wriggling north across a vast desert. Its narrow banks are green with crops and palms.

Abruptly they turn into desert—red stone and hot sands. The people who lived there 4,000 years ago called their fertile, dark-soiled valley the Black Land. The desert was the Red Land.

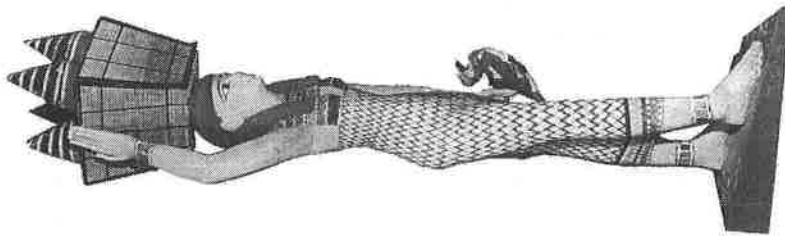
Egypt gets almost no rain. The deserts on the east and the



A Seasonal Cycle

In this desert land, the Egyptians depended on the Nile for water and for life. The amount of water the Nile carried on its journey to the Mediterranean varied from season to season. When heavy rains fell in central Africa and

snows began to melt high in the mountains of east Africa, the water level of the river rose. By the time the river



← Notice the fine carving and bright coloring in this small wooden statue of a woman carrying an offering.

the river, dividing the year into three seasons. During the season of flooding, from June through September, the Nile overflowed its banks and covered the fields. When the Nile returned to its normal level, from December to February, the farmers planted their crops. From March until June, with the river at its lowest level, the farmers harvested their crops. This cycle of flooding, planting, and harvesting gave a pattern to Egyptian life.

The River's Gifts

About 2,500 years ago Herodotus (hi Rŏd' a tes), a Greek visitor to ancient Egypt, called this land the "gift of the Nile." The Egyptians sang special hymns of praise to the river. The example below was written down in the New Kingdom.

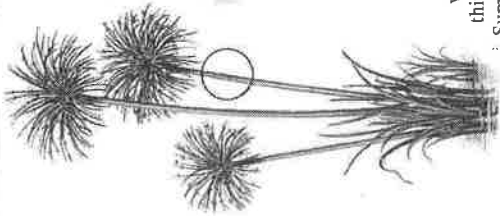
Hail to thee O Nile that issues from the earth and comes to keep Egypt alive! . . . He that waters the meadows which Ra created.

Hymn to the Nile, from papyrus documents, 1350–1100 B.C.

To take advantage of the annual flooding of the Nile, the people built irrigation channels to carry water into the fields. They also built dams to hold back the water for use during dry seasons. In some

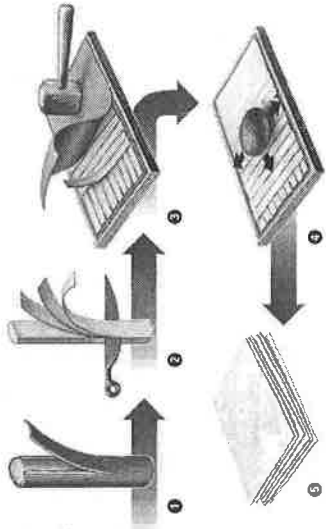
reached Egypt, it overflowed its banks. Egypt's farmers depended on the annual flooding to water their crops.

The floods of Egypt were predictable. They came at about the same time each year. Farmers knew when the Nile would rise, and they planned ahead for that time. In fact, the Egyptians measured time by



A Paper-makers cut the stem of the papyrus and removed the inner pith. This clockwise series of images shows how they cut the pith into strips, put one layer across another, beat the layers into a single sheet, and polished each sheet with a stone and trimmed the edges.

■ Explain how water, mud, plants, and animals were all "gifts of the Nile" to the Egyptians.



ways this was the same thing done by the ancient Sumerians, the people of an older civilization. But the floods were predictable in Egypt, and farming was easier. The Egyptians needed less cooperation than the Sumerians to get the work done. As a result, they did not develop cities until much later.

Besides water, another gift of the Nile was the thick, black mud left behind in the annual flooding. This mud enriched the soil and made the farmland extremely productive.

The Nile gave other gifts as well. Ducks, geese, and other edible water birds made their homes in the marshes of the

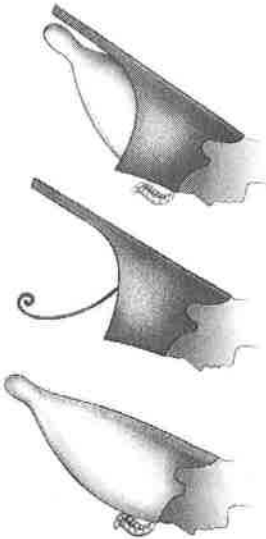
The Union of Two Lands

Ancient Egypt had two parts, Upper Egypt and Lower Egypt. Upper Egypt, the south

delta. **Papyrus** (pəˈptɪrəs), a long, thin reed, grew wild along the riverbanks. The Egyptians harvested the papyrus and made it into baskets, boats, sandals, and a lightweight writing material. Our word **paper** comes from the word **papyrus**.

The Nile also served as a highway. Boats going north traveled swiftly downstream with the current. Boats going south used sails to travel upstream.

The Egyptians used the gifts of the Nile wisely. Here in this land of contrasts — fertile riverbanks and barren deserts, Black Land and Red Land — they built a remarkable civilization. ■



Lower Egypt, the north part, was the area of the Nile Delta. Lower Egypt was only 100 miles long but many times wider than Upper Egypt.

Red and White Crowns

By about 3300 B.C., both Upper Egypt and Lower Egypt had kings. The king of Upper Egypt wore a tall, white pear-shaped crown. The

king of Lower Egypt wore a short, boxy red crown with a tall spike at the back and a curlicue at the front.

Much of our knowledge of Egypt in this prehistoric time is mixed with legend. One famous legend tells about Menes (məˈneɪz), a king of Upper Egypt. Around 3100 B.C., Menes defeated the king of Lower Egypt, united the two lands, and named himself King of Upper and Lower Egypt. The legend goes on to tell how Menes designed a new

crown to celebrate his victory. This double crown, which combined those of Upper and Lower Egypt, stood for the union of the two lands. Menes and his family went on to form the first Egyptian dynasty. A **dynasty** is a series of rulers from the same family. After Menes died, his son became king, and later his grandson. During its almost 4,000-year history, 30 different dynasties ruled Egypt.

Menes chose the city of Memphis as his capital. Find Memphis on the map on page 403. How do you think the location of Memphis helped Menes keep firm control of both parts of his newly united kingdom?

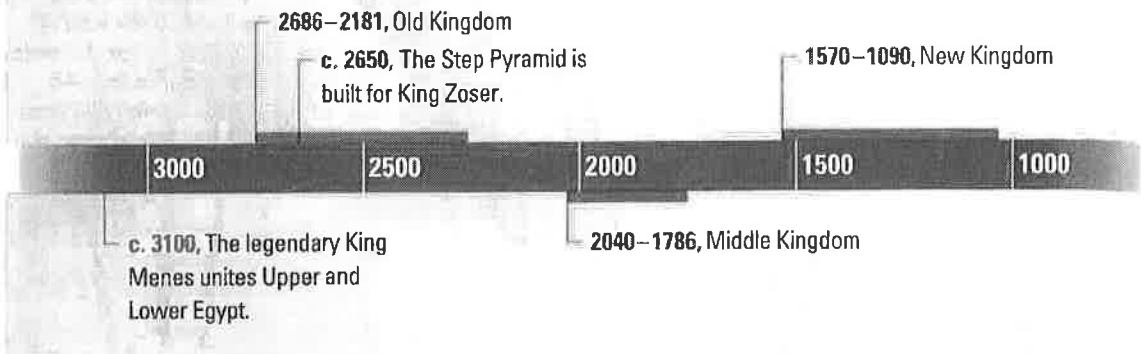


Over 2,000 Years of History
History for ancient Egypt began around 3000 B.C., with the invention of hieroglyphic writing. Within the history of ancient Egypt, historians have

◀ The white crown of Upper Egypt was placed inside the red crown of the king of Lower Egypt, forming the double red and white crown that symbolized the union of the two lands.

◀ The slate palette of Narmer is from around 2950 B.C. King Narmer, who is wearing the white crown, is striking a kneeling prisoner.

Ancient Egypt, 3100–1090 B.C.



identified three periods when many important events took place.

In the Old Kingdom, from 2686 to 2181 B.C., the Egyptians built the great pyramids. In the Middle Kingdom, from 2040 to 1786 B.C., Egypt became stronger, and the Egyptians achieved a great deal in literature, art, and architecture. In the New Kingdom, from 1570 to 1090 B.C., Egypt became a world power by conquering other nations and building a great empire. Sometime in the New Kingdom period, the Egyptian people began to call their kings **pharaoh**. In the two earlier periods the word pharaoh, meaning “great house,” had been the name for the king’s palace. In the New Kingdom,

pharaoh came to mean the king who lived in the palace.

In the years between these periods, weak kings ruled, or foreigners gained control of Egypt. These in-between periods were times of great confusion.

In the 1,000 years before the Old Kingdom began, the Egyptian people accomplished many things. They learned to irrigate their fields, and they raised both grain and livestock. They formed governments, with kings as rulers. They invented hieroglyphic writing. Finally, they created the belief systems and customs that made Egyptian life unique. These early achievements formed the basis of ancient Egyptian society. ■

■ *What were some important early accomplishments of the Egyptians?*

R E V I E W

1. What did the ancient Egyptians accomplish because of the “gifts of the Nile”?
2. Explain how the geography of Egypt affected its early development as a civilization.
3. The ancient Egyptians valued a quiet, orderly life. They did not want things to change. How might these preferences help to explain why the story of Menes was important to them?

Blizzard Bag #1 - 6th grade social studies / language arts

A Message of Ancient Days - Cloze activity

* Required

Read the attached article, "The Gift of the Nile". Use the words in the box below to complete the letter. The words must be spelled correctly. You will find the some of the definitions in the article. Check dictionary.com for any words you are unfamiliar with or use your social studies notes to complete the form.

Your name (first and last): *

*

WORD BOX

archaeologists	cataract	decipher	dedicated
delta	dynasty	embalming	hieroglyphics
linguists	mummy	papyrus	pharaoh

Dear Mrs. Humphrey,

My summer abroad has been wonderful so far! Today I visited the museum that we talked about in last semester's social studies class. My favorite exhibit was the one that featured objects from ancient Egypt. I saw a beautiful gold coffin decorated with the image of _____, an ancient Egyptian king.

The coffin was created for a ruler in a _____ - a line of kings from the same family - from over three thousand years ago.

The museum guide explained the ancient method of _____, the process by which bodies of the dead were preserved.

Do you think a real preserved body, a _____, was inside the coffin?

Also on display was a painted box covered with _____, the system of writing used in ancient Egypt.

I, of course, could not _____ it, although some people who specialize in the study of languages have learned how to read it.

Supposedly, these _____ have _____ years to unlocking the mysteries of ancient Egyptian documents.

The exhibit concluded with a slide presentation on the geography of the ancient civilization. The first slides showed the Nile _____, the fertile area of wetlands at the northern end of ancient Egypt.

I then learned that ancient Egypt went as far south as the Nile River's first _____, a large waterfall created by a narrow channel of rock.

The remaining slides revealed the importance of the Nile River to the ancient Egyptians. I was interested to find out that a reedlike plant called _____, which grew on the banks of the river, was used to make a kind of writing paper.

I think my visit has taught me that someday I would like to join a team of _____ in order to study ancient times.

If you could go back in time and visit ancient Egypt, what would you like to see? Who would you like to meet? In a paragraph, write about the places you would like to see and people you would like to meet if you could go to ancient Egypt.

Empty text box for the student's response to the paragraph prompt.

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Science Grade 6

Log on to Brainpop.

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Password: wildcats

Type in the search box People in Science

15 different people will appear and all have contributed to science in some way.

Choose 1 person and watch his/her video.

Click on Activities.

Three choices should appear as tabs.

Choose one activity, complete it on a sheet of notebook paper, and turn it in to Mrs. Wilson when you return to school.

