

9/16/2015

Math

Name _____ Date _____

Understanding Place Value 1

Read each problem and answer them. You must **SHOW YOUR WORK** when needed on a separate sheet of paper in order to get any kind of credit. Use your notes as a reference.

1. Identify the place value of the underlined number. 209.6<u>3</u>1 _____	2. Identify the place value of the underlined number. 3<u>4</u>5.6 _____
3. Write the word form of 3.7	4. Write the word form of 20.03
5. Write the number form of three and five tenths .	6. Write the number form of nine hundred twenty-seven thousandths .
7. Explain how reading the digits after the decimal point and knowing the name of the least place is enough	8. Write each number in standard form. A. two and six thousandths _____

<p>information to read a decimal number. Use the examples 0.604 and 1.604 in your explanation.</p>	<p>B. $3 + 0.3 + 0.09$ _____</p> <p>C. five and one hundred four thousandths _____</p> <p>D. $7 + 0.6 + 0.05 + 0.007$ _____</p>
<p>9. What number DOES NOT lie between 478.402 & 478.42? A. 478.4 478.409 B. 478.41 D.478.418</p>	<p>10. The circumference of a bowling ball is less than 27.002 inches. Which of the following numbers is less than 27.002? A. 27.02 B. 27.2 C. 27.004 D. 27.001</p>
<p>11. Expand 81.97 in two ways. Part A. Part B.</p>	
<p>12. Find the product. 410 X 152 = _____</p>	<p>13. Find the quotient. 47005 ÷ 5 = _____</p>
<p>14. Expand 23.07</p>	<p>15. Expand 20.661</p>
<p>16. Why are 7.630 & 7.63 equivalent?</p>	<p>17. The number 3.453 has two 3s. Why does each 3 have a different value?</p>
<p>18. The average game attendance at the Cincinnati Reds' Great American Ballpark is shown in the table.</p>	

Year	Average Game Attendance
2005	23,989
2006	26,351
2007	25,388
2008	21,579

A) Which year was the average game attendance twenty-five thousand, three hundred eight-eight?

- A. 2005 B. 2006 C. 2007 D. 2008

B) Which year has a value in the hundreds position that is greater than 600?

- A. 2005 B. 2006 C. 2007 D. 2008

19. The capacity of a football stadium is **23,345**. Which statement about this number is true?

- A. The value of the digit in the hundreds position is one-tenth the value of the digit in the thousands position.
- B. The digit 3 has the same value in both position on the place-value chart.
- C. The value of digit in the tens position is 100 times a great as the value of the digit in the hundreds position.
- D. The value of digit to the far left is equal to two hundred thousand.

20. Tammy finished a race in 2.6 hours and Cedrick finished the same race in 2.60 hours. Which runner finished the race first? Explain your answer.

Social Studies:

Ranking 1-9

Southern Point of View

Peter Owens was a slaveowner, but he treated his slaves with kindness and respect. He thought that if they ever were without a master, his slaves would feel helpless. "Let us think of the fate of my slaves if I were to grant them their freedom. Most would feel I was punishing them. They would not know where to go or what to do. They would be helpless in life's harsh tide" (Peter Owens).

Peter Owens felt that if he did treat his slaves considerately, for example: kept them clothed and fed, that they would work better. That they wouldn't want to run away.

Similarly George Fitzhugh said, "We provide for each slaves, in old age and in infancy, in sickness and in health, not according to his labour, but according to his wants. There is no rivalry and no competition to get employment among slaves as

among free laborers. Nor is there a war between master and slave" (George Fitzhugh). He is basically saying that the slave masters are kind and they help their slaves in times of need. That they give them what they want. And that there is no competition what-so-ever to buy more slaves.

When the cotton gin was invented, It made cleaning the cotton easier to sell. The South didn't really need all of the factories and textiles like the North because they sold and bought all their commodities from Europe.

Ranking 10-15

Northern Point of View

In the North, slavery was looked down upon because "It is wrong for one human being to own another" (Nixon Barnes). Nixon Barnes talks about evil slaveholders and how he considers it "kidnapping" because these African-American people are being taken from their families and homes and then sold to a life of labor. "Once on the shores of this country, he is displayed on a stage, like a horse and sold. From there he is chained again and taken to a plantation." Also, "when he

protests he is beaten... this is his fate until the day he dies" (Nixon Barnes). "Colored" people were thought of as lowly because of the color of their skin. As David Walker wrote, "We, (colored people of these United States of America) are the most wretched, degraded and abject set of beings that have ever lived since the world began."

Abolitionists formed groups to end slavery. By definition an abolitionist is "a person who advocated or supported the abolition of slavery" (www.dictionary.com). Nixon Barnes, for example, is an abolitionist and as is Frederick Douglass. They did not believe that human beings should belong to other human beings.

Ranking 15-20

Slave's Point of View

Slaves loved the annual muster as much as anybody did, but "this grand occasion had already passed; and when the slaves were told there was going to be another muster, they were surprised and rejoiced. Poor Creatures! They thought it was going to be a holiday" (Harriet Jacobs). Harriet Jacobs knew the real reason of the second muster, but she didn't tell anybody because "mighty is the power of the torching lash" (Harriet Jacobs).

The White people weren't brainless, they had their ideas about the slaves revolting. Because after all, Nat Turner's revolt led to the idea that all slaves were going to rebel. The White people were scared. So while the slaves were celebrating at the second muster, the poor white people went and searched the slave's houses, often putting gun powder in hidden places to frame the slaves of

signs of revolt. When the slaves lined up, some of them got whipped because of the expression they had on their face.

Frederick Douglass, a slave who became free and was an avid abolitionist, went from a kind master to a cold-hearted one. He wrote "... so they had become callous; mine was yet tender; for while at Baltimore I got few whippings and few slaves could boast of a kinder master and mistress than myself" (Frederick Douglass).

When the cotton gin was invented, it made cleaning cotton ten times as easy. "One man will clean ten times as much cotton as he can in any other way before known and also clean it much better than in the usual mode" (Eli Whitney). Because the cotton gin was invented, cleaning cotton was more efficient and more cotton equals more money to buy slaves with. To keep up with production, the slave masters need more slaves to pick cotton.

If you were a slave child 150 years ago, your life would be hard. How hard? Harder if you worked on a huge plantation in the Deep South rather than on a smaller one in Virginia or Maryland. Harder if you worked in the fields rather than in the house. And hardest if your owner used cruel punishments or broke up your family by selling off a parent or sibling.

Let's pretend you're a house servant in southeastern Virginia. You are busy with chores at least from dawn till dusk, but it's easier than field work. At night you sleep on a mat somewhere in the Big House instead of in a slave cabin with your mother and siblings. (Your father doesn't live with your family because he belongs to the owner of a nearby plantation.)

Life for slave child

What do you do all day? Whatever you're told to do. Let's say your main job is caring for one of the white family's children who is a bit younger than you. You are that child's personal servant and companion. The two of you might also be friends, but no one would ever forget that you are the property of that other child's family.

Because you spend a lot of time around the master's family, you often listen to the grown-ups talk. That's how you hear about a man named Abraham Lincoln, who is against the spread of slavery. That's how you know that "secession" and

“the Confederacy” are important, even though you don’t know what the words mean. And that’s how you learn there might be a war between North and South. You hid your excitement when you heard that, because you knew people in the North hated slavery.

Rankings 20-28

Soldier’s point of view

Only a tiny fraction of any soldier’s time was spent in front line combat. Instead, the vast majority of his existence revolved around the monotonous routines of camp life, which presented its own set of struggles and hardships.

Once in the ranks, military life turned out to be far different than what the majority of Civil War soldiers had expected. Patriotic zeal blinded most of these volunteers to the realities and hardships

they were signing up to experience. The passage of several generations had muted the country's memory of the deprivations of the American Revolution. Few had participated in the war with Mexico, which left a popular legacy of glorious victory. Certainly, argued the conventional wisdom, this sectional crisis would be resolved in a few short, painless months.

During the fair-weather campaign season, soldiers could expect to be engaged in battle one day out of 30. Their remaining days were filled with almost interminable drilling, punctuated with spells of entertainment in the form of music, cards and other forms of gambling. The arrival of newspapers or mail from home — whether letters or a care package — in camp was always cause for celebration. Despite such diversions, much time was still left for exposure to the noncombatant foes of poor shelter, unhealthy food, and a lack of hygiene, resulting in waves of sickness and disease.

After the first months of the war, the shelter half, or “dog tent,” became the most practical means of overnight shelter. While portable and lightweight, shelter halves provided minimal protection for their two inhabitants. Sgt. Austin C. Stearns of the 13th Massachusetts described his shelter as “simply a piece of cloth about six feet square with a row of buttons and button holes on three sides; two men pitched together by buttoning their pieces together and getting two sticks with a crotch at one end and one to go across at the top and then placing their cloth over it and pinning it down tight.” To protect the soldier from the damp ground, a tarred or rubberized blanket could be used. A stout wool blanket kept the chill off. Unfortunately, many soldiers discarded these heavy items on a long march or when entering combat, and lived (or died) to regret it when the weather changed. As the war moved forward, an exhausted soldier often merely lay on his blanket at night in an effort to simplify his life and maximize periods of rest. Such protracted

exposure to the elements boded ill for his life expectancy.

The full Union marching ration consisted of one pound of hard bread (the infamous hardtack), three-quarters of a pound of salted pork or one-and-a-quarter pound of fresh meat, along with coffee, sugar and salt allotments. At the beginning of the war, the Confederacy adopted the Union ration, but reduced it by 1862. Confederate soldiers usually had to forage for fresh vegetables. During the deprivations of the 1864 Atlanta Campaign, one Johnny Reb wrote, “Our men get a vegetable diet by cooking up polk, potato tops, May pop vines, kurlip weed, lambs quarter, thistle and a hundred kind of weeds I always thought poison. I thought it trash...but the boys call it ‘long forage’...” On the march, “foraging” — a convenient euphemism for theft — would be employed by both sides in an attempt to improve the daily diet. Despite orders to the contrary, some Confederates liberally practiced

this thievery during their forays into the North and even when marching and camping in friendly territory.

Vocabulary

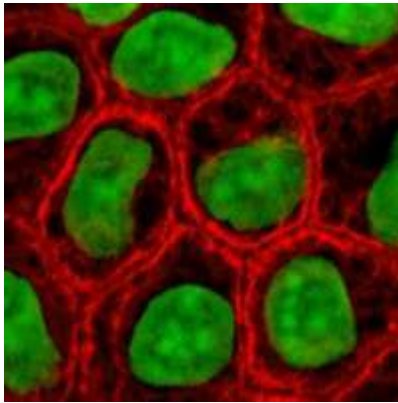
1. Plantation
2. Abolitionist
3. Union
4. Confederacy
5. Revolution
6. Secession
7. Tariff
8. Sectionalism
9. Discrimination
10. Emancipation
11. Popular Sovereignty
12. Desert

Reading

Science through reading passage 1

Cells

By Brandi Waters



Cells are a part of every living thing. Just like atoms are the building blocks of matter, cells are the building blocks of living things. Some living things are made of only one cell. Most of the germs that can make us sick are made of only a single cell. Other living things are made of many, many cells. Trillions of cells come together to build a human being! Most cells are very small. They are so small that you cannot see them without a microscope. There are a few cells, though, that are big enough to easily see. An egg, like you might eat for breakfast, is one very large cell. There are many different kinds of cells. Plant cells are different from the cells of animals. Some cells are

independent. Some cells work together to perform a job. Some cells can move. Some cells can glow in the dark! Each type of cell is different, but there are some things that all cells have in common. All cells are covered by a membrane that helps to protect the cell and hold it together. All cells are able to reproduce. All cells can take in nutrients and turn them into energy. All cells respond to changes inside and around them. Cells are alive!

1. What are cells?

- A. the building blocks of matter
- B. only able to be seen using a microscope
- C. the building blocks of living things
- D. all the same

2. _____ is made up of only a single cell.

A. A rock

B. An egg

C. A human

D. all of the above

3. _____ of cells come together to build a human being.

A. Millions

B. Billions

C. Trillions

D. Thousands

4. All cells _____.

A. can take in nutrients and turn them into energy

B. can move

C. work together to perform a job

D. all of the above

5. Most of the germs that can make us sick are made of only one cell.

A. False

B. True

6. _____ cells are different from animal cells.

List three things that all cells have in common.

The story compared cells with atoms. How are cells and atoms the same? How are cells and atoms different?

Science through reading passage 2

Animal Cells: Cells Without Walls

By Brandi Waters



You've already learned that all living things are made up of cells. Each cell is a living building block.

One cell can make up a simple organism.

Hundreds, thousands, or even trillions of cells can be put together to build bigger and more complex organisms. Cells are not all the same. The cells that make up your skin are different from the cells that make up your blood. The cells in a fish are not the same as the cells in a dog.

The cells in a rose are not the same as the cells in a tree. Cells need to be different to do different jobs. Even though there are many kinds of cells, all cells can be put into one of two groups: plant cells and animal cells. Today, you are going to learn about animal cells.

Animals make up three out of four species on Earth. Animals like frogs, worms, bees, and humans live on land. Animals like jellyfish, whales, and coral live in the water. Animals are different from plants in many ways. These differences have a lot to do with the difference between plant cells and animal cells. For the most part, plant cells and animal cells are very much alike. Both cells have a nucleus and organelles to carry out the cell's functions. One thing that makes animals different from plants is their ability to move.

An animal can move itself from place to place; plants cannot. Plants have very rigid cells. They keep their shape. This is because plant cells have a thick cell wall that protects and strengthens the outside of the cell. Animal cells do not have a cell wall. They have a thin cell membrane that forms the outside of the cell. Plants have a cell

membrane, too, but it is covered by the cell wall. The cell membrane holds all of the parts of the cell together. The cell membrane is thin and flexible. It allows the cell to bend and change shapes. The absence of a cell wall allows animals to move. Skin can stretch. Muscles can flex. Movement makes animals special.

Animal cells are different from plant cells in another important way. Plant cells can make their own food. They use special organelles in their cells, called chloroplasts, to make food using energy from the sun. Animal cells cannot make their own food. They do not have chloroplasts. This is why animals have to eat. Their bodies break down food into components that all of its cells can use. And while both types of cells have vacuoles for storing water and nutrients, the vacuoles in animal cells are much smaller. Plant and animal cells are very similar, but these important differences make it easy to tell one from another.

Questions:

1. Animals make up _____ species on Earth.
 - A. three of every five
 - B. three of every four
 - C. one of every two
 - D. six of every seven

2. Which of these is NOT an animal?

A. algae

B. worms

C. jellyfish

D. coral

3. What is the difference between plant cells and animal cells that give animals the ability to move?

4. Plant cells have _____; animal cells do not.

A. vacuoles

B. chloroplasts

C. all of the above

5. The _____ forms the outside layer of an animal cell.

6. Explain why animals must eat food, but plants do not have to.

7. Discuss the advantages and disadvantages of a cell wall.