

SEL (Social Emotional Learning) Instructional Resource Packet

September 28 - October 16, 2020

Monday, Sept 28	Tuesday, Sept 29	Wednesday, Sept 30	Thursday, Oct 1	Friday, Oct 2
Write a diary entry about a time you felt happy.	Write a story about when you felt proud.	Write a journal entry about a time you learned from a failure or setback.	Explain the quote "I am always a work in progress and that is perfectly okay."	Make a list of 10 positive thoughts you can say to yourself.
Monday, Oct 5	Tuesday, Oct 6	Wednesday, Oct 7	Thursday, Oct 8	Friday, Oct 9
Write an example of 3 negative thoughts. Rewrite them into a positive one.	Explain the quote "Your attitude determines your direction."	Ask 3 people what positive thinking means to them. Summarize their responses.	Give advice to a friend who thinks they won't do well at tryouts for a sports team.	Imagine you are taking a difficult test. How would you change your thinking to help you prepare for the test?
Monday, Oct 12	Tuesday, Oct 13	Wednesday, Oct 14	Thursday, Oct 15	Friday, Oct 16
Draw a comic of a time you used positive thinking to help you handle a challenge.	Make a chart of 3 disappointments you have had. For each, list at least one positive that came from the disappointment.	Think about someone you are friends with or would like to be friends with. How is that person special? What can you do to make that person feel special?	How well do you listen? Think about a conversation you had with a family member. What were you talking about? How much do you remember? Who did most of the talking? Were you a good listener? Why or why not?	If you are having a problem with a family member, it can help to try to understand how your family member is feeling. What can you do to show your family member that you understand and respect his or her feelings?

5th Grade – Learning Materials #2
September 28 – October 16, 2020

Name _____

Text: "A Package for Mrs. Jewls"	Monday Sept. 28	Tuesday Sept. 29	Wednesday Sept. 30	Thursday Oct. 1	Friday Oct. 2
	ELA Component: Summarizing/Key Details Activity: • <u>Read</u> – "A Package for Mrs. Jewls" (or listen to the read aloud version on YouTube) • <u>Graphic Organizer</u> Story Map – complete while reading/listening to the story. (see attached) • <u>Respond to the Text (Writing)</u> – Write a summary including specific details and key events from the text. Use the story map to help (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/K8i6776oe94 Materials Needed: • <u>Text</u> – "A Package for Mrs. Jewls" • <u>Graphic Organizer</u> – Story Map • Reading Log	ELA Component: Compare & Contrast Activity: • Independent Reading (20 minutes) • <u>Graphic Organizer</u> – Compare and Contrast Use the organizer to compare Wayside to your school. Try to come up with at least 4 entries for each block (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/K8i6776oe94 Materials Needed: • <u>Text</u> – "A Package for Mrs. Jewls" • <u>Graphic Organizer</u> – Compare and Contrast • Reading Log	ELA Component: Making Connections Activity: • Independent Reading (20 minutes) • <u>Respond to the Text (Writing)</u> – Write about a funny event that takes place in school. This could be something that you have experienced or one that think would be funny. (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/K8i6776oe94 Materials Needed: • <u>Text</u> – "A Package for Mrs. Jewls" • Pencil • Writing Response Paper (attached) • Reading Log	ELA Component: Summarizing/Key Details Activity: • Independent Reading (20 minutes) • <u>Comprehension Questions</u> – Choose 2 of the 4 questions to answer. (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/K8i6776oe94 • <u>Citing Text Evidence</u> - https://youtu.be/K1580Ho5m8 • <u>Using Text Evidence</u> - https://youtu.be/K1580Ho5m8 Materials Needed: • <u>Text</u> – "A Package for Mrs. Jewls" • Pencil • Writing Response Paper (attached) • Reading Log	ELA Component: Writing – Character Analysis/Key Details Activity: • Independent Reading (20 minutes) • <u>Respond to the Text (Writing)</u> – Why didn't Louis stop to rest? What does this tell us about what kind of person he is? (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/K8i6776oe94 • <u>Character Traits & Characterization</u> - https://youtu.be/DE3XhYMK828 • <u>Using Text Evidence</u> - https://youtu.be/K1580Ho5m8 Materials Needed: • <u>Text</u> – "A Package for Mrs. Jewls" • Pencil • Writing Response Paper (attached) • Reading Log

5th Grade – Learning Materials #2
September 28 – October 16, 2020

Name _____

Text: "Storm Warriors"	Monday Oct. 5	Tuesday Oct. 6	Wednesday Oct. 7	Thursday Oct. 8	Friday Oct. 9
ELA Writing	ELA Component: Making Predictions Activity: • <u>Read</u> – "Storm Warriors" (or listen to the read aloud version on YouTube) • <u>Graphic Organizer</u> – Making Predictions – Make predictions as you read. Give text details that lead to your prediction. (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/6t5my2jeQvQ Materials Needed: • <u>Text</u> – "Storm Warriors" • <u>Graphic Organizer</u> – Making Predictions • Reading Log	ELA Component: Conclusions & Generalizations Activity: • Independent Reading (20 minutes) • <u>Graphic Organizer</u> – Conclusion & Generalizations – Note 3 details that lead to the given conclusion. (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/6t5my2jeQvQ • <u>Inferences</u> - https://youtu.be/JdaD2FZQFEY Materials Needed: • <u>Text</u> – "Storm Warriors" • <u>Graphic Organizer</u> – Conclusions & Generalizations • Reading Log	ELA Component: Characterization Activity: • Independent Reading (20 minutes) • <u>Graphic Organizer</u> – Characterization – Choose 1 character. Write 2 adjectives that describe the character. Write 2 pieces of evidence that explain the trait. (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/6t5my2jeQvQ • <u>Character Feeling & Traits</u> - https://youtu.be/6ASAC9wTDk Materials Needed: • <u>Text</u> – "Storm Warriors" • <u>Graphic Organizer</u> – Characterization • Reading Log	ELA Component: Comprehension Questions Activity: • Independent Reading (20 minutes) • <u>Comprehension Questions</u> – Answer the 8 questions. – Look back in the story to find your answer and provide text evidence. (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/6t5my2jeQvQ Materials Needed: • <u>Text</u> – "Storm Warriors" • <u>Comprehension Questions</u> • Reading Log	ELA Component: Reflection/Writing Prompt Activity: • Independent Reading (20 minutes) • <u>Writing Prompt</u> – How can an act of courage reveal a person's true nature? (see attached) Resources (links, videos): • <u>Story Read Aloud</u> - https://youtu.be/6t5my2jeQvQ Materials Needed: • <u>Text</u> – "Storm Warriors" • <u>Writing Prompt</u> • Reading Log

5th Grade – Learning Materials #2
September 28 – October 16, 2020

Name _____

Text: "Rachel's Journal"	Monday Oct. 12	Tuesday Oct. 13	Wednesday Oct. 14	Thursday Oct. 15	Friday Oct. 16
	ELA Component: Comprehension – Writing Activity: - Read – "Rachel's Journal" - Respond to the Text (Writing) – Journal Entry 1 (see attached) Resources (links, videos): - Story Read Aloud – https://youtu.be/Mlp8J9-96wQ Materials Needed: - Text – "Rachel's Journal" - Journal Entry Template - Reading Log	ELA Component: Story Structure – Sequence of Events Activity: - Independent Reading (20 minutes) - Respond to the Text (Writing) – Journal Entry 2 (see attached) Resources (links, videos): - Story Read Aloud – https://youtu.be/Mlp8J9-96wQ - Sequence of Events - https://youtu.be/5-l1y128uUo Materials Needed: - Text – "Rachel's Journal" - Graphic Organizer – Sequence the Events - Journal Entry Template - Reading Log	ELA Component: Cause and Effect Activity: - Independent Reading (20 minutes) - Respond to the Text (Writing) – Journal Entry 3 (see attached) Resources (links, videos): - Story Read Aloud – https://youtu.be/Mlp8J9-96wQ - Cause and Effect - https://youtu.be/OnSEfSk5VgQ Materials Needed: - Text – "Rachel's Journal" - Graphic Organizer – Cause and Effect - Journal Entry Template - Reading Log	ELA Component: Text Dependent Questions Activity: - Independent Reading (20 minutes) - Respond to the Text (Writing) – Journal Entry 4 (see attached) Resources (links, videos): - Story Read Aloud – https://youtu.be/Mlp8J9-96wQ - Using Text Evident - https://youtu.be/Kt58OHO5m8 Materials Needed: - Text – "Rachel's Journal" - Text Dependent Questions - Journal Entry Template - Reading Log	ELA Component: Writing – Journal Entries Activity: - Independent Reading (20 minutes) - Respond to the Text (Writing) – Journal Entry 5 (see attached) Resources (links, videos): - Story Read Aloud – https://youtu.be/Mlp8J9-96wQ Materials Needed: - Text – "Rachel's Journal" - Journal Entry Template - Reading Log

3rd-5th Grade Remote Reading Log 2020-2021

Student Name: _____

This log will be counted as a homework grade. The suggested time for each grade level is below. Our goal is for all 3rd-5th grade students to work towards 20 minutes of independent reading daily.

Book Title	Minutes Read	Summary of Pages Read
9/28		Parent Signature:
9/29		Parent Signature:
9/30		Parent Signature:
10/1		Parent Signature:
10/2		Parent Signature:

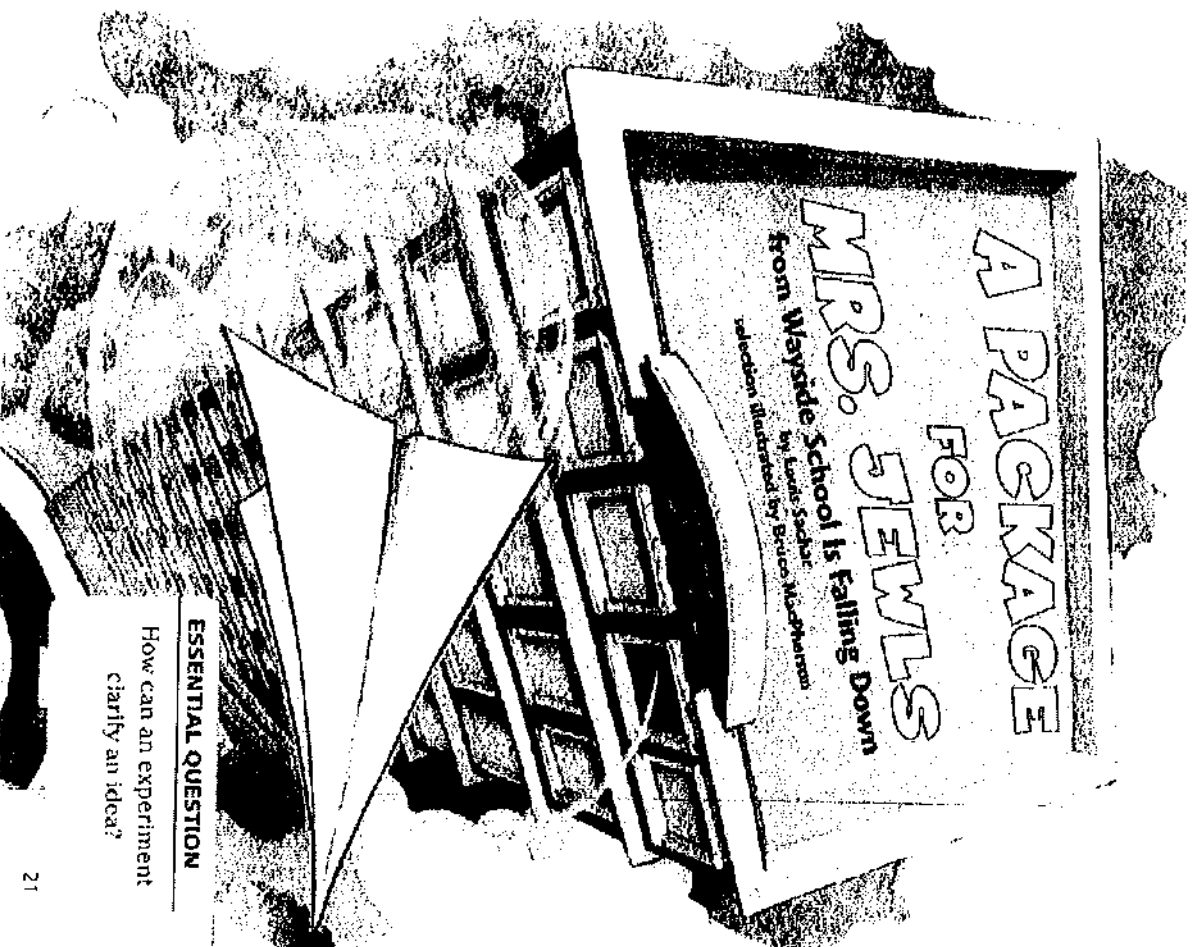
3rd-5th Grade Remote Reading Log
2020-2021

		Parent Signature:	
10/5		Parent Signature:	
10/4		Parent Signature:	
10/7		Parent Signature:	
10/8		Parent Signature:	
10/9		Parent Signature:	

3rd-5th Grade Remote Reading Log
2020-2021

10/12			Parent Signature:
10/13			Parent Signature:
10/14			Parent Signature:
10/15			Parent Signature:
10/16			Parent Signature:

9-28 to 10/2



ESSENTIAL QUESTION

How can an experiment
clarify an idea?

21

22

Louis, the yard teacher, roared.

The school yard was a mess. There were pencils and pieces of paper everywhere. How'd all this junk get here? he wondered. Well, I'm not going to pick it up!

It wasn't his job to pick up garbage. He was just supposed to pass out the balls during lunch and recess.

He sighed, then began cleaning it up. He loved all the children at Wayside School. He didn't want them playing on a dirty playground.

As he was picking up the pencils and pieces of paper, a large truck drove into the parking lot. It honked its horn twice, then twice more.

Louis ran to the truck. "Quiet!" he whispered. "Children are trying to learn in there!" He pointed at the school.

A short man with big, bushy hair stepped out of the truck. "I have a package for someone named Mrs. Jewels," he said.

"I'll take it," said Louis.

"Are you Mrs. Jewels?" asked the man.

"No," said Louis.

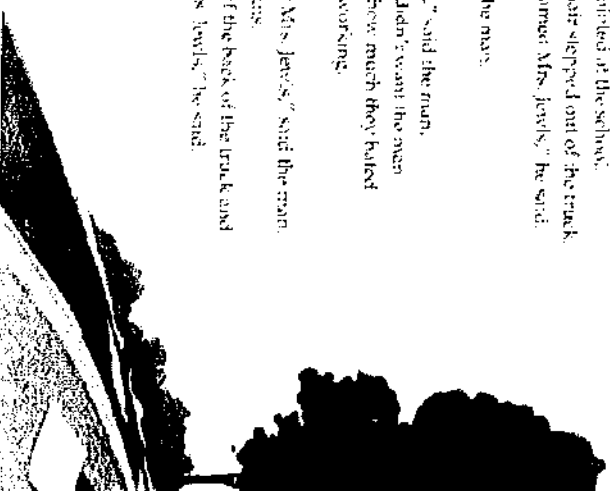
"I have to give it to Mrs. Jewels," said the man.

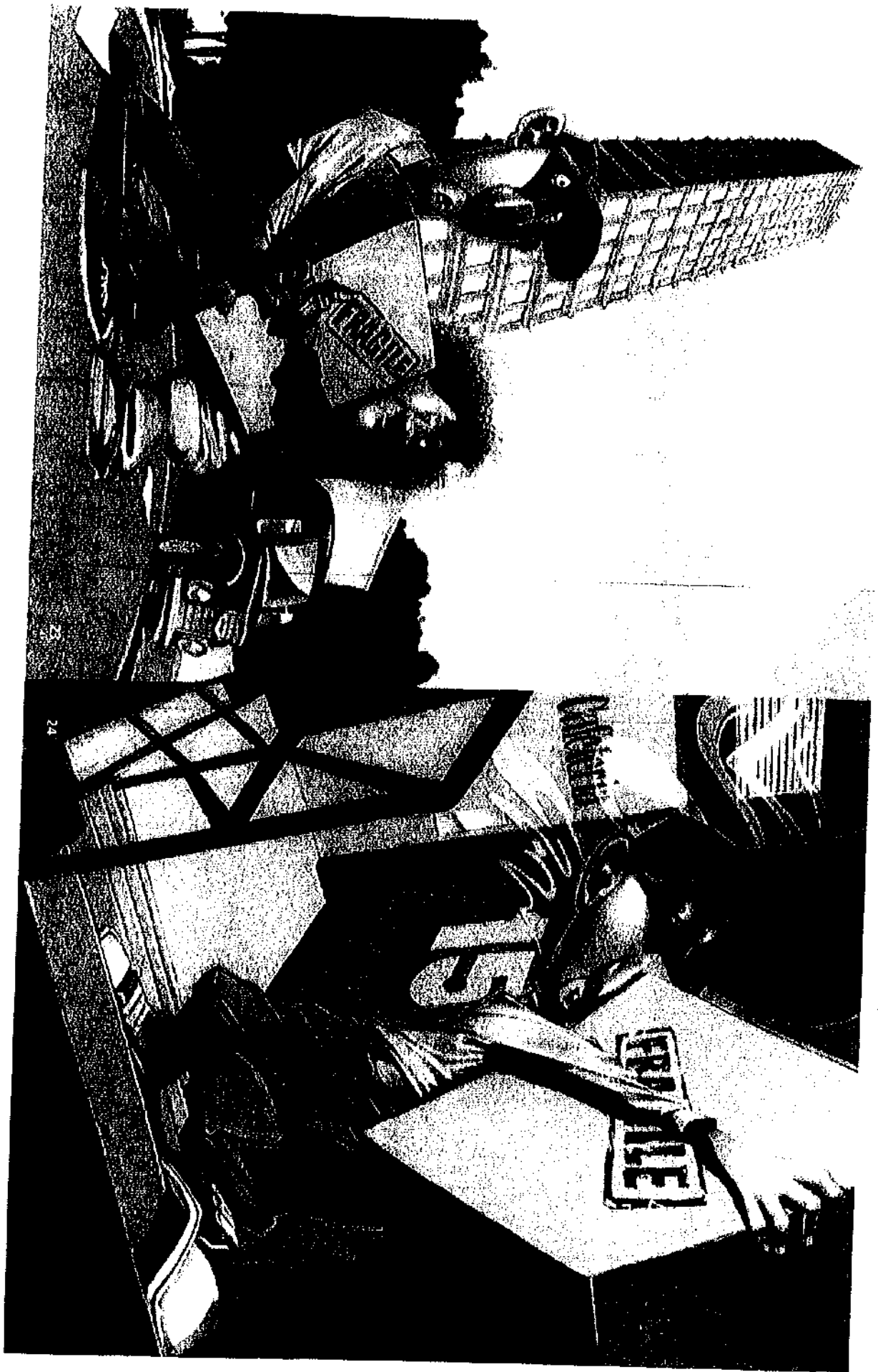
Louis thought a moment. He didn't want the man disturbing the children. He knew how much they hated to be interrupted when they were working.

"I'm Mrs. Jewels," he said.

"But you just said you weren't Mrs. Jewels," said the man. "I changed my mind," said Louis.

The man got the package out of the back of the truck and gave it to Louis. "Here you go, Mrs. Jewels," he said.





"How? Louis guessed. It was a very heavy package. The word 'BOMB' was printed on every side. He had to be careful not to drop it."

The package was so big, Louis couldn't see where he was going. Fortunately, he knew the way to Mrs. Jewels's class by heart. It was straight up.

Woods School was thirty stories high, with only one room on each story. Mrs. Jewels's class was at the very top. It was Louis's favorite class.

He pushed through the door to the school, then started up the stairs. There was no elevator.

There were stairs that led down to the basement, too, but nobody ever went down there.

The box was pressed against Louis's face, squashing his nose. Even so, when he reached the fifteenth floor, he could smell Miss Marsh cooking in the cafeteria. It smelled like she was making mushrooms. Maybe on my way back I'll stop by Miss Marsh's room and get some mushrooms, he thought. He didn't want to miss Miss Marsh's mushrooms. They were her specialty.

He hurried and groaned and continued up the stairs. His arms and legs were very sore, but he didn't want to rest. This package might be important, he thought. I have to get it to Mrs. Jewels right away.

He stepped easily from the eighteenth story to the twentieth. There was no nineteenth story.

Miss Zarnes taught the class on the nineteenth story. There was no Miss Zarnes.

At last he struggled up the final step to the twentieth story. He knocked on Mrs. Jewels's door with his head.

Mrs. Jewels was in the middle of teaching her class about gravity when she heard the knock. "Come in," she called.

"I can't open the door," Louis gasped.

"My hands are full. I have a package for you."

Mrs. Jewels forced the class. "Who wants to open the door for a minute?" she asked.

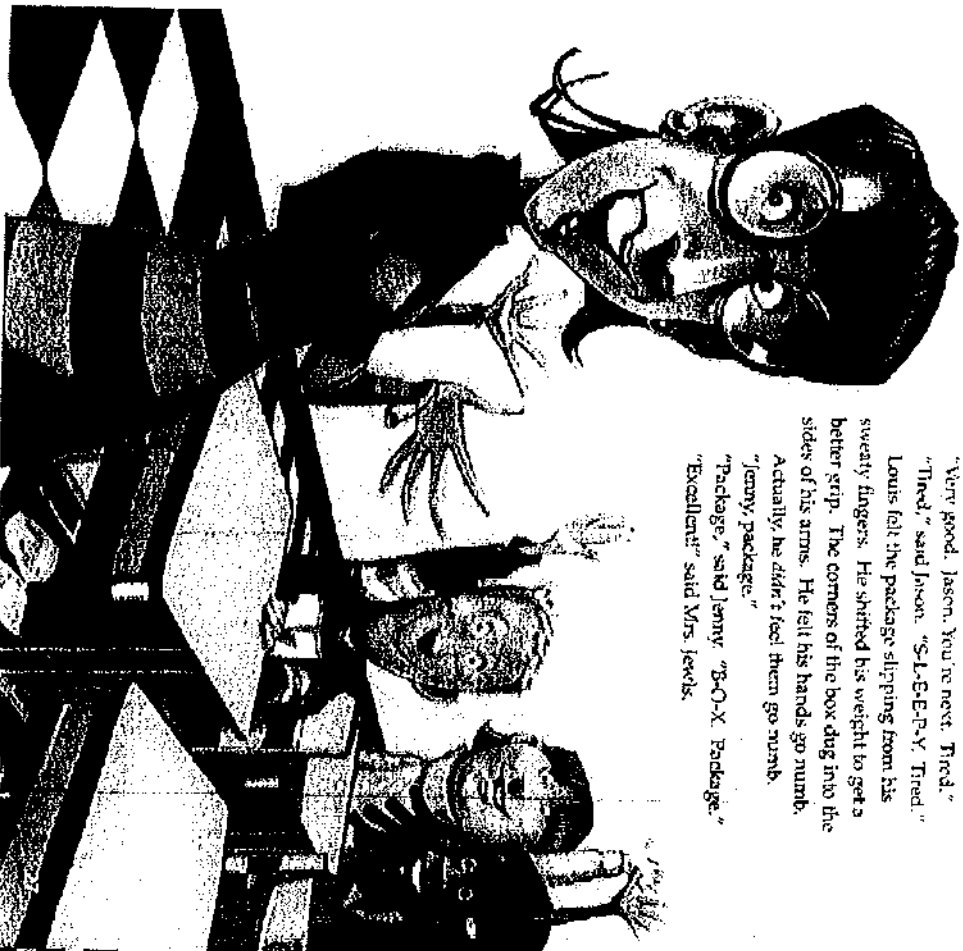
All the children raised their hands. They loved to be interrupted when they were working.

"Oh dear, how shall I choose?" asked Mrs. Jewels. "I have to be fair about this. I know! We'll have a spelling bee. And the winner will get to open the door."

Louis knocked his head against the door again. "It's heavy," he complained. "And I'm very tired."

ANALYZE THE TEXT

Point of View: From what point of view is the story told? How does the point of view affect the descriptions of characters and events?



"Just a second," Mrs. Jewls called back.
 "Allison, the first word's for you. Heavy!"
 "Heavy," said Allison. "H-E-A-V-Y."
 Heavy!"

"Very good, Jason. You're next. Tired?"
 "Tired," said Jason. "S-L-E-E-P-Y. Tired."

Louis felt the package slipping from his sweaty fingers. He shifted his weight to get a better grip. The corners of the box dug into the sides of his arms. He felt his hands go numb. Actually, he *didn't* feel them go numb.

"Jenny, package."

"Package," said Jenny. "B-O-X. Package."
 "Excellent!" said Mrs. Jewls.

Louis felt like he was going to faint.
 At last John opened the door. "I won the spelling bee, Louis!" he said.

"Very good, John," muttered Louis.

"Aren't you going to shake my hand?" asked John.
 Louis shifted the box to one arm, quickly shook John's hand, then grabbed the box again and staggered into the room.

"Where do you want it, Mrs. Jewls?"

"I don't know," said Mrs. Jewls. "What is it?"

"I don't know," said Louis. "I'll have to put it down somewhere so you can open it."

"But how can I tell you where to put it until I know what it is?" asked Mrs. Jewls. "You might put it in the wrong place!"

So Louis held the box as Mrs. Jewls stood on a chair next to him and tore open the top. His legs wobbled beneath him.

"It's a computer," exclaimed Mrs. Jewls.

Everybody bowed.

"What's the matter?" asked Louis. "I thought everyone loved computers."

"We don't want it, Louis," said Eric Bacon.

"Take it back, Jack," said Terrence.

"Get that piece of junk out of here," said Vannetta.

"Now, don't be that way," said Mrs. Jewls.

"The computer will help us learn. It's a lot quicker than a pencil and paper."

"But the quicker we learn, the more work we have to do," complained Todd.

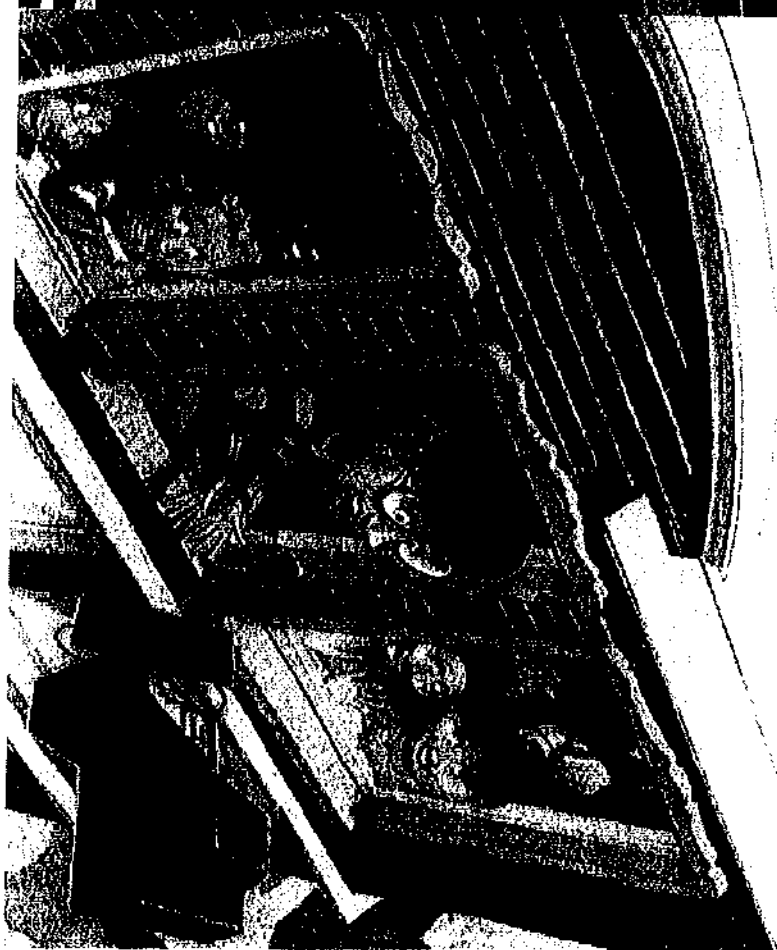
"You may set it over there on the counter, Louis," said Mrs. Jewls.

Louis set the computer on the counter next to Shane's desk. Then he collapsed on the floor.

ANALYZE THE TEXT

Story Structure Why does Louis collapse to the floor? What story details explain the reason?





"Now watch closely," said Mrs. Jewls. Everyone gathered around the new computer. Mrs. Jewls pushed it out the window. They all watched it fall and smash against the sidewalk.

"See?" said Mrs. Jewls. "That's gravity!" "Oh, now I get it!" said Joe.

"Thank you, Louisa," said Mrs. Jewls. "I've been trying to teach them about gravity all morning. We had been using pencils and pieces of paper, but the computer was a lot quicker."

ANALYZE THE TEXT

Author's Craft: Irony How does the computer help the students learn more quickly? Is it what you expected when Mrs. Jewls said the computer would help them learn? Why or why not?

Name _____ Date 9/28/20

Story Map 1

Write notes in each section.

Setting:	Time:	Place:



Characters:



Problem:



Plot/Events:

Resolution:

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Compare and Contrast Chart Graphic Organizer

9/29/20

Item #1	Item #2
How are they alike?	
How are they different?	

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"A Package for Mrs. Jewls"

Thursday, Oct. 1, 2020

Directions: Please provide text evidence when responding to each questions. Put a check beside the 2 questions you choose to answer. Use complete sentences.

1. _____ How did Louis feel about the Wayside School children?
Give at least 2 examples. Explain.
2. _____ How did Louis feel while he went up the stairs? How do you know? Explain.
3. _____ Louis had a pretty good attitude while he carried the box. What caused him to finally complain? Explain.
4. _____ What did the students think about what was inside the package? What did Mrs. Jewls think about it? Explain.

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Friday, Oct. 2, 2020

Directions: Please provide text evidence when responding to the prompt.
Use complete sentences.

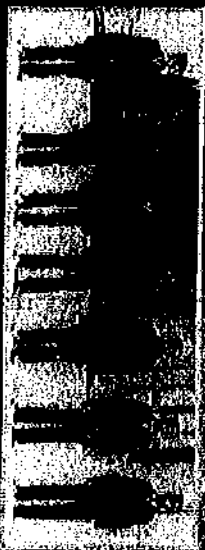
Prompt: Why didn't Louis stop to rest? What does this tell us about what kind of person he is?

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10-5 to 10-9

STORM WARRIORS

by Eliza Gatto
selection illustrated by James Ransome



ESSENTIAL QUESTION

How can an act of
courage reveal a
person's true nature?

267

It's 1896 on Pea Island, part of North Carolina's Outer Banks. Nathan dreams of becoming a fearless surferman with Pea Island's elite African American lifesaving crew. However, his father, a fisherman, doesn't want Nathan to risk his life rescuing people from shipwrecks. Nevertheless, Nathan studies medical books and learns critical lifesaving skills. Then a hurricane hits the Outer Banks. The U.S. Navyman runs aground in the storm. This is Nathan's chance to help the surferman. As the storm rages, he begins to realize that knowledge is as important as bravery.

I stumbled forward and caught my balance on the side of the beach cart. I faced the sea and the wind. There was the sunken ship, hardly thirty yards from us. She was a mass of dark hull and white torn sails against the foaming sea, rocking on her side, her cabin and much of her starboard already demolished by the heavy surf. As I stood with my mouth open, panting, the wind blew my cheeks floppy and dried my tongue.

A cheer went up from the sailors aboard the ship. They'd spotted us and had high hopes that they would soon be rescued. I expected to hear the command "Action," to begin the breeches-buoy rescue, but heard nothing. It took me a moment to realize what Keeper Etheridge must already have figured out: our equipment was useless. There was no way to dig a hole for the sand anchor under these rolling waves, nowhere to set up the life gun.

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That's when I heard Mr. Meckins's voice above the din of wind and surf. "Those waves won't stop me from swimming through them—they're all blown over, barely taller than a man," he said.

Swim? Swim out into that raging sea?

I stood rigid and watched as Mr. Etheridge pulled a large-sized shot line out of the beach cart and helped Mr. Meckins tie it around his waist. Mr. Pugh was tied in as well, and the beating sickle, attached to its own line, was secured to Mr. Meckins's body. The wind shaved at me and belittled my ears. It was unthinkable, what these men were doing. Violence swirled around us—a deadly, churning mix of wind and sea. And these two surfmen were walking *into* it.

"Man the ropes," shouted Mr. Etheridge. "One of them goes down, we'll haul them both back in."

Mr. Meckins and Mr. Pugh were dark forms against the white foam, plodding into the surf. Powerful waves smacked them in the chest. They ducked their heads down and pushed forward.

I watched with a sick feeling in my stomach as the realization crept over me: I would never be able to do what these men were doing. The words of their motto ran through my head: "You have to go out, but you don't have to come back." In that moment I knew, with not a shred of doubt, that I did not have the courage to risk my life that way. The dream, and all the months of hoping, blew away as quickly as the foam off the waves. William and Floyd and Daddy were right. I would never be a surferman.



There was no time for me to wallow in my loss. The men were paying out the ropes, and I was a fisherman—here to help. I took hold of one of the ropes. I turned my face sideways to the wind, but still it made my eyes blurry with tears. Blindly, I let the rope out, hand over hand, then squinted out toward the ship. A ladder had been lowered, and the sailors leaned over the side, waiting. Mr. Meekins and Mr. Pugh were almost there.

I heard another cheer from the men on the ship. When I peered out, Mr. Meekins was swinging the heaving stick and line. He let it fly and it landed on deck. The sailors would tie the line to the ship so that the rope could help steady the surfmen as they made their way from ship to shore and back again.

Soon we were hauling rope back in. The surfmen would be carrying one of the sailors between them now. I squinted into the spray. Where was the rescued sailor? Mr. Meekins and Mr. Pugh were on their way back, but without a third man between them. Mr. Meekins was carrying something a little larger than a Lyle gun.

ANALYZE THE TEXT

Conclusions and Generalizations
The narrator says that the men on the ship cheered. Why do you think they did this?

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What in the world could be more important to save off that ship than the lives of the men on board? I shook my head and hauled rope. The surfmen were half walking, half swimming, pushing forward, the waves smacking against their backs and seeming to want to spit them out of the sea.

As the surfmen drew closer, I heard what sounded like the squalling of an alley cat. Mr. Meekins handed over his bundle and shouted, "Get it into dry blankets before it goes blue!" The bundle was passed from man to man, until it was handed to me and I found myself looking into the terrified eyes of a screaming child.

Daddy put his arm around my shoulders. "The driving cart," he shouted over the din of the waves and wind. In the driving cart, which was nothing more than an open wagon, dry blankets were packed under coilskins.

We crouched next to the cart, and it gave us some protection from the storm. The child clung to my neck. He was drenched and shivering miserably. I tried to loosen his grip so I could get his wet clothes off, but he just clung tighter. He was crying more softly now. "Mamma?" he whimpered.

I gave Daddy a pleading look. What if his mother had already been washed overboard and drowned? Daddy stood, cupped his hands around his eyes, and looked in the direction of the ship.

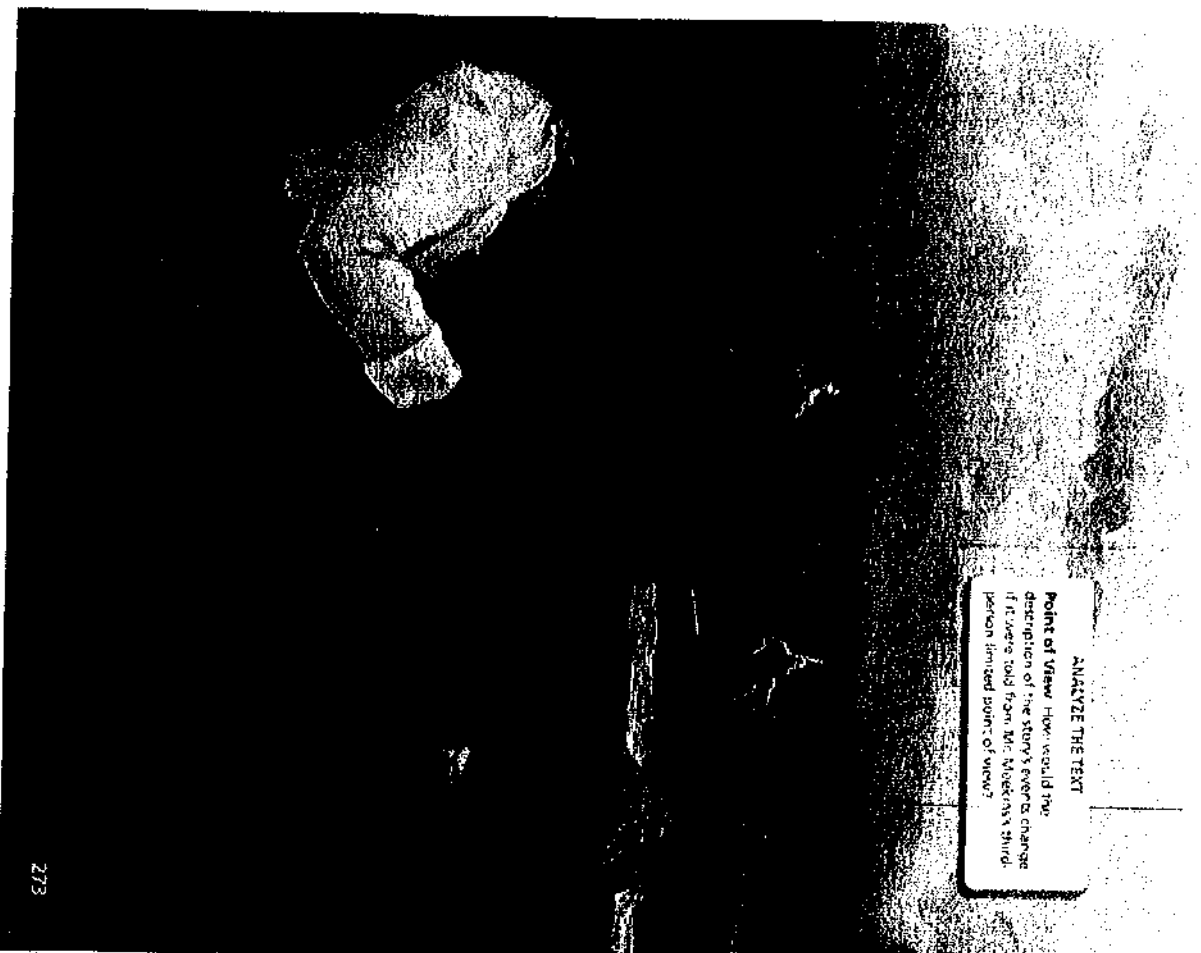
"They're carrying a woman back now," he said.

"Your mamma is coming," I told the child. He looked to be about three or four years old, with pale white skin and a shock of thick brown hair. "Let's get you warm before she gets here."

We had the boy wrapped in a dry blanket by the time his mother came running to him, cried, "Thomas!" and clucked him to her own wet clothing with such passion that she probably got him half drenched again.

The lady who told us her name was Mrs. Gardiner said she'd be warm enough in her wet dress under blankets and coilskins. No sooner had we settled her with Thomas than we heard the cry "Ho, this man is injured!"

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ANALYZE THE TEXT
Point of View: How would the description of the story's events change if it were told from Mr. Bowser's third-person limited point of view?

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I ran to see. A young sailor had just been delivered by the surfmen. Blood dripped from his head and stained his life preserver. His lips were a sickly blue. He took two steps, then collapsed face first into the shallow water. Mr. Bowser dragged him up by his armpits and pulled him toward the driving cart.

"George, take over my place with the ropes," he shouted to Daddy. "Nathan, come help me."

The sailor looked hardly older than me, with dirty blond hair that had a bloody gash the size of a pole bean running through it.

"Treat the bleeding first, then the hypothermia," I said as I recalled the words from the medical books and they comforted me with their matter-of-factness.

Mr. Bowser grunted as we lifted the sailor into the driving cart. "You did study well, Nathan," he said.

Mr. Bowser sent me for the medicine chest, then I

held a compress against the man's head wound while Mr. Bowser began to remove his wet clothes. That's when Mr. Bowser seemed to notice Mrs. Gardiner for the first time.

"Ma'am, we're going to have to . . ." He cleared his throat. "This boy's hypothermic, so his wet clothes have to . . ."

Mrs. Gardiner rolled her eyes in annoyance. "Oh, for heaven's sake!" she exclaimed. She immediately went to work to pull out the man's boots, help Mr. Bowser get the rest of his clothes off, and bundle him in a dry blanket.

"Are there any other injured on board?" Mr. Bowser asked as he wrapped a bandage around the man's head.

"No, only Arthur," she said. "He took quite a fall when the ship ran aground."





Arthur groaned and his eyes fluttered open. "I'm cold," he complained.

Suddenly there was a commotion at the ropes. "Heave!" Mr. Eberidge shouted. "Haul them all in!"

"They've lost their footing!" I cried.

Mr. Bower grasped me by the arms.

"Take over here. I'm sure you know what to do." Then he ran to help with the ropes.

My hands felt clumsy and shaky, but once again the words from the books came back to steady me: "Rub the legs and arms with linseed oil until warmth returns . . ." I rummaged in the medicine chest, found the linseed oil, and poured some into my palm.

"This will warm you, sir," I said loudly enough to be heard over the wind.

Arthur noticed his bandaged head and watched nervously as I rubbed the oil into his feet and calves, then his hands and arms. He gave Mrs. Gardner a quizzical look. "Ain't he young to be a doctor?" he asked her.

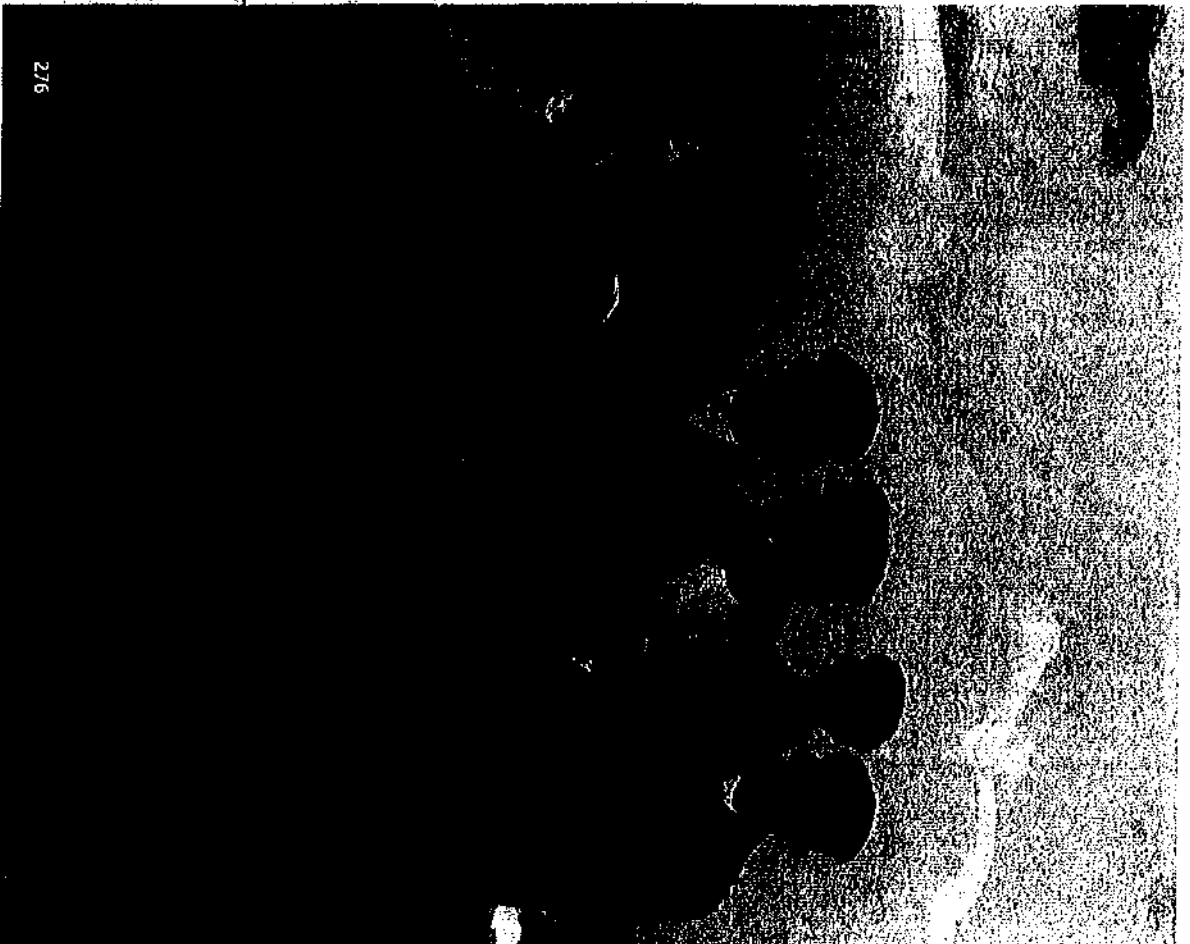
She patted his shoulder and smoothed the hair off his forehead. "He seems to know what to do, dear," she said.

"I am warming up," he said.

I lifted the lantern to look at Arthur's face and saw that his lips were no longer blue.

ANALYZE THE TEXT

Characterization At first, Nathan was worried that he would not be helpful to the rescue effort. What evidence does the author give to show that Nathan is helpful after all?



Just then a tall white man appeared, dressed in a captain's coat, his long hair flying in the wind. He reached up into the driving cart and pulled Mrs. Gardiner to him, pressing his cheek against hers. He must have asked about Thomas, because she pointed to him, bundled and sleeping in the cart. "They've saved the whole crew!" he cried. He looked around at me and Arthur, and at the other rescued sailors and the surfmen who were now gathering around the driving cart in preparation for the long trip back through the storm to the station.

"My good men," he said, his voice shaking, "we owe you our lives."

10/5/20

STORM WARRIORS

Making Predictions

Directions: As you read, make predictions about the story. Give the text details that lead you to your predictions.

page #	Story Details	My Prediction I think ---- will happen because ...
--------	---------------	---

10/6/20

STORM WARRIORS

Conclusions & Generalizations

Directions: As you read, complete the graphic organizer. Note the details that helps you draw a conclusion or generalization while reading.

Name: _____

CONCLUSION #1

Surfmen must have courage to do their job well.

Detail

Detail

Detail

CONCLUSION #2

Knowledge is as important as bravery.

Detail

Detail

Detail

10/7/20

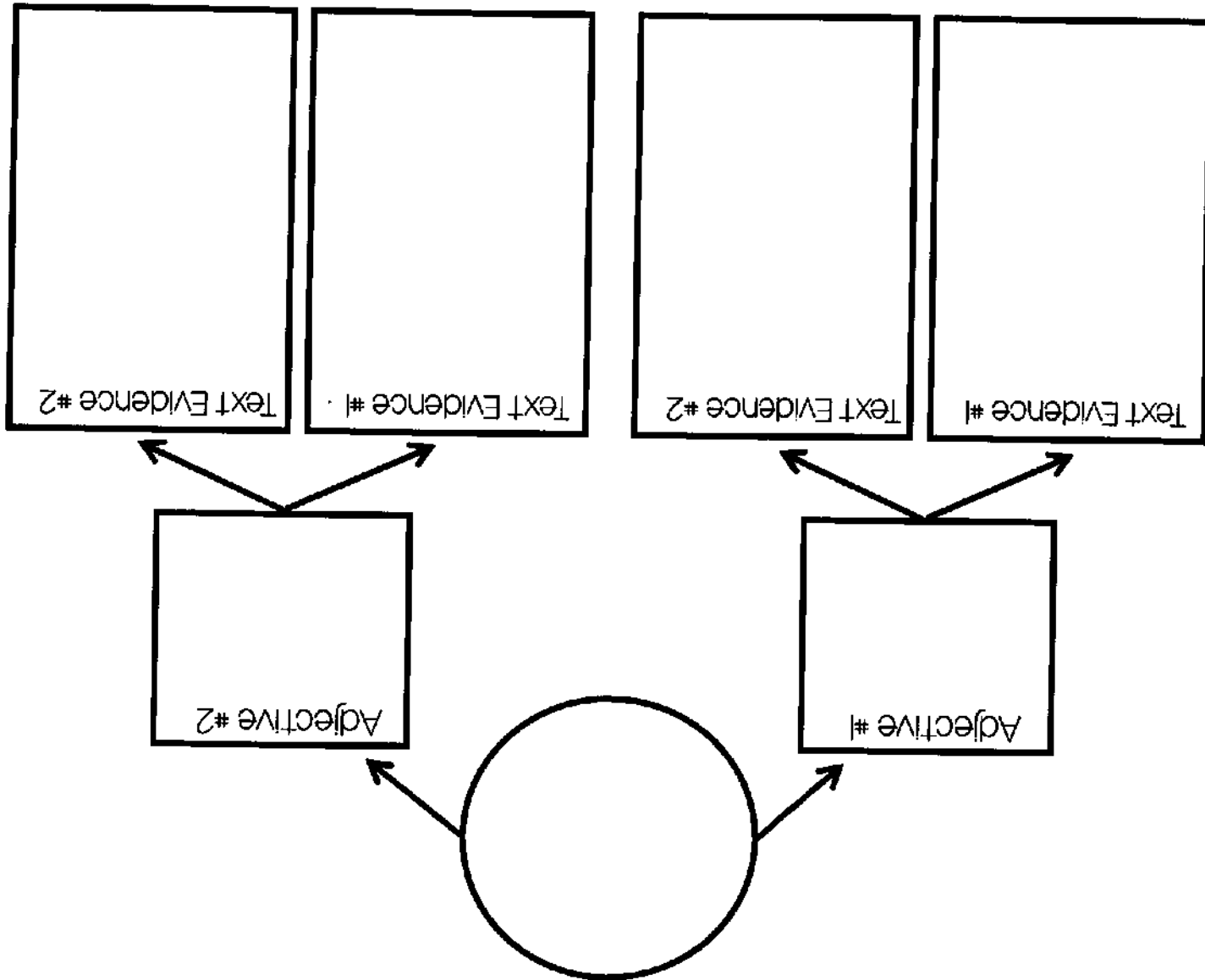
STORM WARRIORS

Characterization

Name: _____

Directions: Think about the characters in Storm Warriors. Choose character to study.

1. Write that character's name in the circle at the top.
2. Write an adjective (describing word) that describes the character in each of the squares.
3. In each rectangle, write evidence from the text that supports the adjective you chose.



10/8/20

STORM WARRIORS

Text Questions

Name: _____

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Describe both the setting and main character of Storm Warriors. Use 3 details from the story in your answer.

2. Explain the meaning of the surfmen's motto: You have to go out, but you don't have to come back.

3. Make a connection to the text: How would that motto affect your willingness to do the job of a surfman?

4. Circle the word that best describe the surfmen.

brave

foolish

selfless

Support your choice with 2 details from the story.

10/18/20

STORM WARRIORS

Text Questions

Name: _____

5. What was the "screaming bundle?"

a. a kitten

b. an injured sailor

c. a child

6. Describe how Nathan helps the surfmen with the rescue.

7. In the first paragraph of Storm Warriors, the author writes that knowledge is as important as bravery. Give an example of Nathan's knowledge being as important as the surfmen's bravery.

8. Make an inference: Why might the captain's voice be shaking as he thanks the surfmen?

STORM WARRIORS

Essential Question

How can an act of courage reveal a person's true nature?

NAME: _____

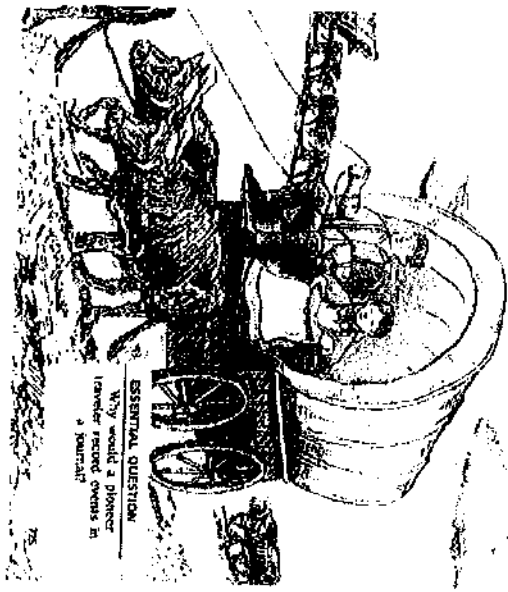
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10-12 to 10-16

Rocket's Journal

THE STORY OF A PIONEER GIRL.

by Maria Moss
selection illustrated by Morgan Halsey



ESSENTIAL QUESTION:
Why would a pioneer
traveler record events in
a journal?

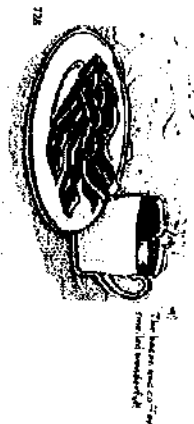
At the first house across the broad valley, we found a large
that looked like a small house. A man, a woman, and a child
were sitting on the porch. They were all looking at us with
interest. The man was the oldest, and he was the one
who told us the story of the valley.

May 21, 1899

For long we are taking the Oregon Trail, and we are
near the California. Now we are following the River. The
right of the broad river and the hills is visible. But the day before
us by all the time it was. Suddenly we saw a small house. It was
made of logs, and it was very old. The man who lived there
told us the story of the valley. He said that the valley was
first used by the Indians and then by the pioneers. He said
that the valley was very fertile, and that the pioneers had
found it very easy to live in. He said that the valley was
very beautiful, and that the pioneers had found it very easy
to live in. He said that the valley was very fertile, and that
the pioneers had found it very easy to live in. He said that
the valley was very beautiful, and that the pioneers had found
it very easy to live in. He said that the valley was very fertile,
and that the pioneers had found it very easy to live in.

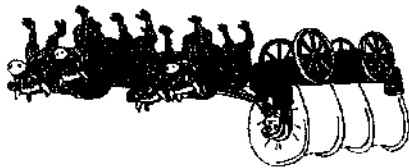


Ph₂C=CH₂, 1.85%

[illegible][illegible]

40 We crawled in the support and watched them
 come closer and closer. Mother tried to keep me
 back, but I wanted to see them as they could.
 After all, if they please also of I would not be my
 sister in the middle of the wagon then in the front.
 So I pushed my head out into the looking glass room.
 I could see their white eyes and shining teeth.
 But they must have thought of some of the children
 back and the wagon horses startled by and not
 through us. I saw two cattle stampede but they
 were different—African were so big and so tall. I
 wished I could run after them.





Oct. 12 – 16, 2020

Task: After reading the text, use the topics below to create journal entries about moving west.

Directions: Pretend that you and your family are leaving the east and moving out west. Assume that it will take you months to get to your destination. You are on the Oregon Trail with Rachel and her family. You are also keeping a journal. Use the tasks listed below to make journal entries about your trip. You may use the journal format in from Rachel's Journal as an example of how your entries should look. Be as creative as you can.

Create dates. Your entries should align with the time of year you choose to travel. **Make an illustration with all journal entries.** You may draw or cut out pictures. **Remember to use proper spelling, grammar, punctuation, and capitalization.**

Day 1 – Explain who you are. Make sure to include the following details – your name, who is traveling in your family with you, and why you are going out west.

Day 2 – Rachel has a positive experience with a Native American while she is on the trail. Describe an experience you have when you meeting a Native American on your journey.

Day 3 – The weather going out west depends on the time of year you travel. It could be extremely hot or cold, very little rain, lots of snow in winter, dangerous thunderstorms, tornadoes, etc. Refer to the maps and to Rachel's Journal on page 611. Describe an experience you have with the weather and how it affects your progress as you travel. Give details.

Day 4 – Describe a problem you have with the animals that you brought with you or an animal that you encountered on the Oregon Trail. How was the issue resolved?

Day 5 – When you finally reach your destination, explain what your family does to earn a living. Give at least 2 pieces of advice to someone who might be thinking about going out west on the Oregon Trail.

Lined area for writing the letter.

Dear Diary,

Today's Date _____

Large empty rectangular box for writing the letter.

Lined area for writing the diary entry.

Dear Diary,

Large rectangular area for writing the diary entry.

Today's Date _____

Lined area for writing the diary entry.

Dear Diary,

Today's Date _____

Large empty rectangular box for drawing or additional notes.

Lined area for writing the letter.

Dear Diary,

Large rectangular area for drawing or additional writing.

Today's Date

Lined area for writing the letter content.

Dear Diary,

Today's Date _____

Large rectangular area for drawing or additional notes.

Name: _____

10/13/20 PL.5.5

Sequence the Events

Directions: Sequence the events below from "Rachel's Journal" by rewriting them into the correct order. Check the text to make sure you are right!

At dawn, the storm quieted and Pa brought back Will's limp body.	Now they were never permitted to walk the cut-offs.	It took some days' rest to wash everything and dry it all out.	Rachel tried to cheer everyone up by singing "Turkey in the Straw".	Rachel lost her pole and clung to the wagon hoops.	The massive beasts thundered by their wagons.
Rachel was greeted with the sight of Prudence nibbling bacon.	Will decided he would make those cattle cross the river.	The brave knew some English and thought they were lost.			

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

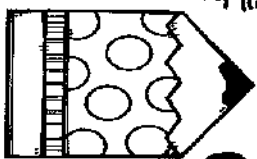
Name: _____

Cause and Effect

Directions: Fill in the table to show the cause and effect relationships in "Rachel's Journal" by using the text for evidence.

Cause = why something happened
Effect = what happened

Cause	Effect
They heard a rustling in the bushes.	
	The children were scared of Indians.
Rachel remembered what Ben had said about looking for a high viewpoint if you get lost.	
Rachel saw Prudence and went to embrace her.	
	Rachel shook the Indian's hand.
The Indian was satisfied that the children were not in trouble.	
	Rachel's shoes were caked with mud.



Directions: Answer the comprehension questions from "Rachel's Journal" by referring to the text for your answers.

text-dependent questions

10/15/20

RL.5.1

Name: _____

What evidence is given in the passage to prove to the reader that walking along the cut-off trails was a better route? (page 726)

When Rachel hears rustling in the leaves, what action does she take that proves she was brave? (page 727)

How was Rachel able to find her team after being separated from them? (page 728)

What gesture does the Indian make to show that he was friendly? (page 729)

What evidence is given that proves to the reader how dangerous the task of crossing the river really was? (page 733)

What is the herd of buffalo compared to that shows its strength? (page 734)

Math Instructional Resource Packet

September 28 - October 10, 2020

Date:	Math
Monday, September 28	Topic: Place Value Standard: NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. Activity: See Eureka Math Instructional Resource for Day 1 Materials Needed: notebook and pencil Eureka Math Sheet
Tuesday, September 29	Topic: Place Value Standard: NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. Activity: See Eureka Math Instructional Resource for Day 2 Materials Needed: notebook and pencil Eureka Math Sheet
Wednesday, September 30	Topic: Place Value Standard: NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right. NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. Activity: See Eureka Math Instructional Resource for Day 3 Materials Needed: notebook and pencil Eureka Math Sheet
Thursday, October 1	Topic: Place Value Standard NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. Activity: See Eureka Math Instructional Resource for Day 4 Materials Needed: notebook and pencil Eureka Math Sheet

Friday, October 2	Topic: Place Value Standard NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. Activity: See Eureka Math Instructional Resource for Day 5 Materials Needed: notebook and pencil Eureka Math Sheet
Monday, October 5	Topic: Place Value Standard NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. Activity: See Eureka Math Instructional Resource for Day 6 Materials Needed: notebook and pencil Eureka Math Sheet
Tuesday, October 6	Topic: Place Value Standard NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value. Activity: See Eureka Math Instructional Resource for Day 7 Materials Needed: notebook and pencil Eureka Math Sheet
Wednesday, October 7	Topic: Place Value Standard NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value. Activity: See Eureka Math Instructional Resource for Day 8 Materials Needed: notebook and pencil Eureka Math Sheet
Thursday, October 8	Topic: Place Value Standard NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value. Activity: See Eureka Math Instructional Resource for Day 9 Materials Needed: notebook and pencil Eureka Math Sheet
Friday, October 9	Topic: Place Value Standard NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value. Activity: See Eureka Math Instructional Resource for Day 10 Materials Needed: notebook and pencil Eureka Math Sheet

Monday, October 12	Topic: Adding Whole Numbers Standard NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm. Activity: See Eureka Math Instructional Resource for Day 11 Materials Needed: notebook and pencil Eureka Math Sheet
Tuesday, October 13	Topic: Adding Whole Numbers Standard NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm. ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity. Activity: See Eureka Math Instructional Resource for Day 12 Materials Needed: notebook and pencil Eureka Math Sheet
Wednesday October 14	Topic: Subtraction Standard NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm. Activity: See Eureka Math Instructional Resource for Day 13 Materials Needed: notebook and pencil Eureka Math Sheet
Thursday, October 15	Topic: Subtraction Standard NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm. Activity: See Eureka Math Instructional Resource for Day 14 Materials Needed: notebook and pencil Eureka Math Sheet
Friday, October 16	Topic: Subtraction Standard NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm. Activity: See Eureka Math Instructional Resource for Day 15 Materials Needed: notebook and pencil Eureka Math Sheet

1. Label the place value charts. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any bundling.

a. $10 \times 3 \text{ ones} = \underline{\hspace{2cm}} \text{ ones} = \underline{\hspace{2cm}}$

--	--	--	--

b. $10 \times 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}}$

--	--	--	--

2. Mathew has 30 stamps in his collection. Mathew's father has 10 times as many stamps as Mathew. How many stamps does Mathew's father have? Use numbers or words to explain how you got your answer.

3. Jane saved \$800. Her sister has 10 times as much money. How much money does Jane's sister have? Use numbers or words to explain how you got your answer.

1.

Solve for each expression by writing the solution in unit form and in standard form.

Expression	Unit form	Standard form
10×6 tens		
7 hundreds $\times 10$		
3 thousands $\div 10$		
6 ten thousands $\div 10$		
10×4 thousands		

2. Explain how you solved 10×4 thousands. Use a place value chart to support your explanation.

3. Jacob saved 2 thousand dollar bills, 4 hundred dollar bills, and 6 ten dollar bills to buy a car. The car costs 10 times as much as he has saved. How much does the car cost?

4. Last year the apple orchard experienced a drought and did not produce many apples. But this year, the apple orchard produced 45 thousand Granny Smith apples and 9 hundred Red Delicious apples, which is 10 times as many apples as last year. How many apples did the orchard produce last year?

Day 3: September 30

1. Rewrite the following numbers including commas where appropriate:

a. 1234 _____

b. 12345 _____

c. 123456 _____

d. 1234567 _____

e. 12345678901 _____

2. Solve each expression. Record your answer in standard form.

Expression	Standard Form
5 tens + 5 tens	
3 hundreds + 7 hundreds	
400 thousands + 600 thousands	
8 thousands + 4 thousands	

3.

In the spaces provided, write the following units in standard form. Be sure to place commas where appropriate.

a. 9 thousands 3 hundreds 4 ones _____

b. 6 ten thousands 2 thousands 7 hundreds 8 tens 9 ones _____

c. 1 hundred thousand 8 thousands 9 hundreds 5 tens 3 ones _____

4. Lee and Gary visited South Korea. They exchanged their dollars for South Korean bills. Lee ten thousand South Korean bills. Gary received 150 thousand bills. Use disks or numbers value chart to compare Lee's and Gary's money.



Standard Form	Word Form	Expanded Form
	two thousand, four hundred eighty	
		$20,000 + 400 + 80 + 2$
	sixty-four thousand, one hundred six	
604,016		
960,060		

3. Black rhinos are endangered, with only 4,400 left in the world. Timothy read that number as "four thousand, four hundred." His father read the number as "44 hundred." Who read the number correctly? Use pictures, numbers, or words to explain your answer.

Day 5: October 2

- Four friends played a game. The player with the most points wins. Use the information in the table below to order the number of points each player earned from least to greatest. Then, name the person who won the game.

Player Name	Points Earned
Amy	2,398 points
Bonnie	2,976 points
Jeff	2,709 points
Rick	2,699 points

- Use each of the digits 5, 4, 3, 2, 1 exactly once to create two different five-digit numbers.

- Write each number on the line, and compare the two numbers by using the symbols $<$ or $>$. Write the correct symbol in the circle.

_____ ○ _____

- Use words to write a comparison statement for the problem above.

- The areas of the 50 states can be measured in square miles. California is 158,648 square miles. Nevada is 110,567 square miles. Arizona is 114,007 square miles. Texas is 266,874 square miles. Montana is 147,047 square miles, and Alaska is 587,878 square miles.

Arrange the states in order from least area to greatest area.

Day 6: October 5

1. Lucy plays an online math game. She scored 100,000 more points on Level 2 than on Level 3. If she scored 349,867 points on Level 2, what was her score on Level 3? Use pictures, words, or numbers to explain your thinking.

2.

Fill in the blank for each equation.

- a. $10,000 + 40,060 = \underline{\hspace{2cm}}$
- c. $999,000 + 1,000 = \underline{\hspace{2cm}}$
- b. $21,195 - 10,000 = \underline{\hspace{2cm}}$
- d. $129,231 - 100,000 = \underline{\hspace{2cm}}$
- e. $122,000 = 22,000 + \underline{\hspace{2cm}}$
- f. $38,018 = 39,018 - \underline{\hspace{2cm}}$

3.

Fill in the empty boxes to complete the patterns.

150,010		170,010		190,010	
---------	--	---------	--	---------	--

Explain in pictures, numbers, or words how you found your answers.

b.

	898,756	798,756			498,756
--	---------	---------	--	--	---------

Explain in pictures, numbers, or words how you found your answers.

Day 7: October 6

1. Round to the nearest thousand. Use the number line to model your thinking.

a.

$$6,700 \approx \underline{\hspace{2cm}}$$



b.

$$39,545 \approx \underline{\hspace{2cm}}$$



c.

$$399,499 \approx \underline{\hspace{2cm}}$$



2. A pilot wanted to know about how many kilometers he flew on his last 3 flights. From NYC to London, he flew 5,572 km. Then, from London to Beijing, he flew 8,147 km. Finally, he flew 10,996 km from Beijing back to NYC. Round each number to the nearest thousand, and then find the sum of the rounded numbers to estimate about how many kilometers the pilot flew.

3. Mrs. Smith's class is learning about healthy eating habits. The students learned that the average child should consume about 12,000 calories each week. Kerry consumed 12,748 calories last week. Tyler consumed 11,702 calories last week. Round to the nearest thousand to find who consumed closer to the recommended number of calories. Use pictures, numbers, or words to explain.

Day 8: October 7

- Complete each statement by rounding the number to the given place value. Use the number line to show your work.

a.

42,708 rounded to the nearest ten thousand is _____.



2.

b.

449,019 rounded to the nearest hundred thousand is _____.



This number was rounded to the nearest ten thousand. List the possible digits that could go in the thousands place to make this statement correct. Use a number line to show your work.

$$13_,644 \approx 130,000$$

3.

Estimate the difference by rounding each number to the given place value.

$$712,350 - 342,802$$

a. Round to the nearest ten thousands.

b. Round to the nearest hundred thousands.

Day 9: October 8

1.

Round to the nearest ten thousand.

a. $26,000 \approx$ _____

c. $789,091 \approx$ _____

b. $34,920 \approx$ _____

d. $706,286 \approx$ _____

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest ten thousand.

2. Solve the following problems using pictures, numbers, or words.

a. The 2012 Super Bowl had an attendance of just 68,658 people. If the headline in the newspaper the next day read, "About 70,000 People Attend Super Bowl," how did the newspaper round to estimate the total number of people in attendance?

b. The 2011 Super Bowl had an attendance of 103,219 people. If the headline in the newspaper the next day read, "About 200,000 People Attend Super Bowl," is the newspaper's estimate reasonable? Use rounding to explain your answer.

c. According to the problems above, about how many more people attended the Super Bowl in 2011 than in 2012? Round each number to the largest place value before giving the estimated answer.

1. Complete each statement by rounding the number to the given place value.

a. 2,841 rounded to the nearest hundred is _____

b. 32,851 rounded to the nearest hundred is _____

c. 132,891 rounded to the nearest hundred is _____

d. 6,299 rounded to the nearest thousand is _____

e. 36,599 rounded to the nearest thousand is _____

f. 100,699 rounded to the nearest thousand is _____

g. 40,984 rounded to the nearest ten thousand is _____

h. 54,984 rounded to the nearest ten thousand is _____

i. 997,010 rounded to the nearest ten thousand is _____

j. 360,034 rounded to the nearest hundred thousand is _____

k. 436,709 rounded to the nearest hundred thousand is _____

l. 852,442 rounded to the nearest hundred thousand is _____

2. Empire Elementary School needs to purchase water bottles for field day. There are 2,142 students. Principal Vadar rounded to the nearest hundred to estimate how many water bottles to order. Will there be enough water bottles for everyone? Explain.

Day 11: October 12

1.

a.
$$\begin{array}{r} 6,311 \\ + 268 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 6,311 \\ + 1,268 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 6,314 \\ + 1,268 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 6,314 \\ + 2,493 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 8,314 \\ + 2,493 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 12,378 \\ + 5,463 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 52,098 \\ + 6,048 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 34,698 \\ + 71,840 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 544,811 \\ + 356,445 \\ \hline \end{array}$$

j. $527 + 275 + 752$

k. $38,193 + 6,376 + 241,457$

2. In September, Liberty Elementary School collected 32,537 cans for a fundraiser. In October, they collected 207,492 cans. How many cans were collected during September and October?

Day 12: October 13

- Estimate and then solve each problem. Model the problem with a tape diagram. Explain if your answer is reasonable.
- For the bake sale, Connie baked 144 cookies. Esther baked 49 more cookies than Connie.

- About how many cookies did Connie and Esther bake? Estimate by rounding each number to the nearest ten before adding.

- Exactly how many cookies did Connie and Esther bake?

- Is your answer reasonable? Compare your estimate from (a) to your answer from (b). Write a sentence to explain your reasoning.

2.

During National Recycling Month, Mr. Yardley's class spent 4 weeks collecting empty cans to recycle.

Week	Number of Cans Collected
1	10,827
2	
3	10,522
4	20,011

- During Week 2, the class collected 1,256 more cans than they did during Week 1. Find the total number of cans Mr. Yardley's class collected in 4 weeks.

- Assess the reasonableness of your answer in (a) by estimating the total number of cans collected.

1. Use the standard algorithm to solve the following subtraction problems.

$$\begin{array}{r} a. \quad 7,525 \\ - 3,502 \\ \hline \end{array}$$

$$\begin{array}{r} b. \quad 17,525 \\ - 13,502 \\ \hline \end{array}$$

$$\begin{array}{r} c. \quad 6,625 \\ - 4,417 \\ \hline \end{array}$$

$$\begin{array}{r} d. \quad 4,625 \\ - 435 \\ \hline \end{array}$$

$$\begin{array}{r} e. \quad 6,500 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} f. \quad 6,025 \\ - 3,502 \\ \hline \end{array}$$

$$\begin{array}{r} g. \quad 23,640 \\ - 14,630 \\ \hline \end{array}$$

$$\begin{array}{r} h. \quad 431,925 \\ - 204,815 \\ \hline \end{array}$$

$$\begin{array}{r} i. \quad 219,925 \\ - 121,705 \\ \hline \end{array}$$

3. Artist Michelangelo was born on March 6, 1475. Author Mem Fox was born on March 6, 1946. How many years after Michelangelo was born was Fox born?

4. During the month of March, 68,025 pounds of king crab were caught. If 15,614 pounds were caught in the first week of March, how many pounds were caught in the rest of the month?

1.

$$\begin{array}{r} 2,460 \\ -1,370 \\ \hline \end{array}$$

$$\begin{array}{r} 2,460 \\ -1,470 \\ \hline \end{array}$$

$$\begin{array}{r} 97,684 \\ -49,700 \\ \hline \end{array}$$

$$\begin{array}{r} 2,460 \\ -1,472 \\ \hline \end{array}$$

$$\begin{array}{r} 124,306 \\ -31,117 \\ \hline \end{array}$$

$$\begin{array}{r} 97,684 \\ -4,705 \\ \hline \end{array}$$

$$\begin{array}{r} 124,006 \\ -121,117 \\ \hline \end{array}$$

$$\begin{array}{r} 97,684 \\ -47,705 \\ \hline \end{array}$$

$$\begin{array}{r} 124,060 \\ -31,117 \\ \hline \end{array}$$

2. A newspaper company delivered 240,900 newspapers before 6 a.m. on Sunday. There were a total of 525,600 newspapers to deliver. How many more newspapers needed to be delivered on Sunday?

3. A theater holds a total of 2,013 chairs. 197 chairs are in the VIP section. How many chairs are not in the VIP section?

1.

$$\begin{array}{r} \text{a.} \quad 101,660 \\ - \quad 91,680 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 242,561 \\ - \quad 44,702 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 1,000,000 \\ - \quad 592,000 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 600,658 \\ - \quad 592,569 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 101,660 \\ - \quad 9,980 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 242,561 \\ - \quad 74,987 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 1,000,000 \\ - \quad 592,500 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 600,000 \\ - \quad 592,569 \\ \hline \end{array}$$

2. Tank A holds 678,500 gallons of water. Tank B holds 905,867 gallons of water. How much less water does Tank A hold than Tank B?

Social Studies Instructional Resource Packet

September 28 - October 16, 2020

Date:	Math
Monday, September 28	Topic: Columbian Exchange Standard 4-2.1: <i>Summarize the cause-and-effect relationships of the Columbian Exchange.</i> Activity: Using the handout provided in the packet, answer the following: 1) What are the positive effects of the Columbian Exchange? 2) What are the negative effects of the Columbian Exchange? Materials Needed: Pencil, Paper, Handout
Tuesday, September 29	Topic: Native American: Trail of Tears Standard 4-5.4: <i>Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830</i> Activity: Read the passage on "Native Americans: Trail of Tears" then complete the graphic organizer about the historical event (Trail of Tears). Underline the details (evidence) used in the passage that helped you complete each square on the organizer. Materials Needed: Pencil, Handout
Wednesday, September 30	Topic: The Trail of Tears Standard 4-5.4: <i>Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830</i> Activity: Read the passage on "The Trail of Tears" and answer the two questions. Underline the details (evidence) that helped you with your answers to the question. Materials Needed: Pencil, Handout

Thursday, October 1	Topic: The Trail of Tears Standard 4-5.4: Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830 Activity: Using the word bank provided at the bottom of the handout, complete the information about the Trail of Tears. Review the passages provided for assistance with completing the sentences. Materials Needed: Pencil, Handout
Friday, October 2	Topic: The Trail of Tears Standard 4-5.4: Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830 Activity: Complete the 10 questions on the Trail of Tears. Reread the passages (provided on Sept 29 and 30) to assist you with finding the answers. Materials Needed: Pencil, Handout
Monday, October 5	Topic: Westward Expansion: Louisiana Purchase Standard 4-5.3: Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession. Activity: Read the passage on "Westward Expansion: Louisiana Purchase" then complete the graphic organizer about the historical event (Trail of Tears). Underline the details (evidence) used in the passage that helped you complete each square on the organizer. Materials Needed: Pencil, Handout
Tuesday, October 6	Topic: Lewis and Clark Expedition Standard 4-5.1: Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike. Activity: Read the passage on "Lewis and Clark Expedition" and answer questions 1 - 3. Materials Needed: Pencil, Handout

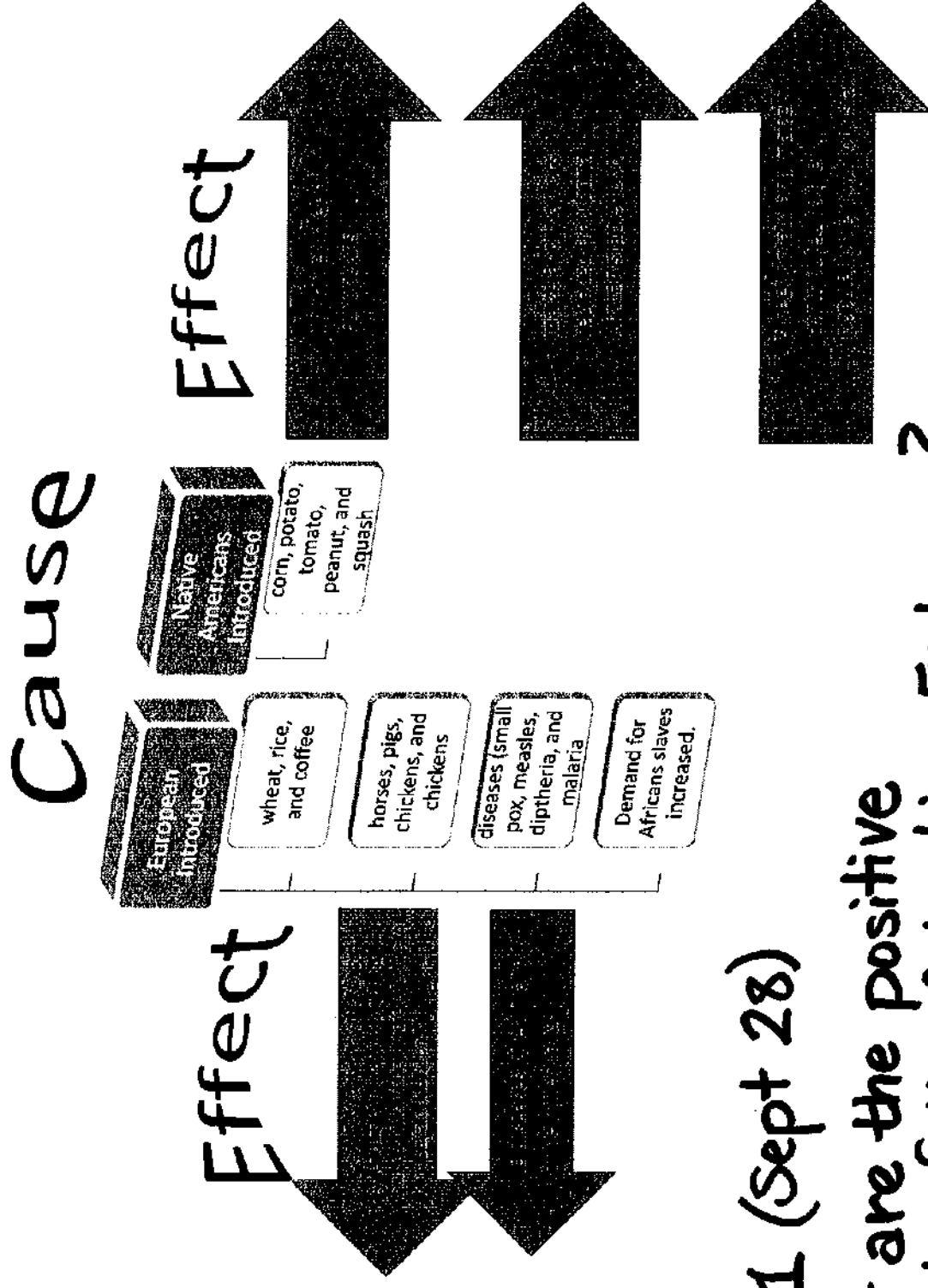
Wednesday, October 7	Topic: Lewis and Clark Expedition Standard 4-5.1: <i>Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.</i> Activity: Read the passage on "Lewis and Clark Expedition" and answer questions 4 - 5. Materials Needed: Pencil, Handout
Thursday, October 8	Topic: The Louisiana Purchase Standard 4-5.3: <i>Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.</i> Activity: Reread the passage on "Westward Expansion: Louisiana Purchase" (provided on October 5), then answer the questions. Underline or highlight the details from the passage that helped you to complete the questions. Materials Needed: Pencil, Handout
Friday, October 9	Topic: The Louisiana Purchase Standard 4-5.3: <i>Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.</i> Activity: Complete the 10 questions on the Trail of Tears. Reread the passages (provided on October 5) to assist you with finding the answers. Materials Needed: Pencil, Handout
Monday, October 12	Topic: American Civil War: Causes of the Civil War Standard 4-6.3: <i>Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession.</i> Activity: Read the passage on "American Civil War: Causes of the Civil War" then complete the graphic organizer about the historical event (Trail of Tears). Underline the details (evidence) used in the passage that helped you complete each square on the organizer. Materials Needed: Pencil, Handout

Tuesday, October 13	Topic: Civil War Standard 4-6.3: Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession. Activity: Read the passage on "Civil War" then answer the questions or fill in the blanks based on the information provided. Materials Needed: Pencil, Handout
Wednesday October 14	Topic: Harriet Tubman Standard 4-6.2: Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown. Activity: Read the passage about Harriet Tubman and complete the graphic organizer. Be sure to underline or highlight your details (evidence) that support your answers. Materials Needed: Pencil, Handout
Thursday, October 15	Topic: Harriet Tubman Standard 4-6.2: Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown. Activity: Reread the passage about Harriet Tubman and answer questions 1 – 6. Materials Needed: Pencil, Handout
Friday, October 16	Topic: Civil War - Causes Standard 4-6.3: Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession. Activity: Reread the passages on "Civil War" (provided on October 12 and 13) then answer the questions based on the information provided. Materials Needed: Pencil, Handout

Columbian Exchange Notes

Sept 28

Columbus' voyages to North America helped in the development of the Columbian Exchange. The exchange between Eastern and Western Hemispheres had positive and negative effects. It also created a different ways of life across the world.



Day 1 (Sept 28)

- 1) What are the positive effects of the Columbian Exchange?
- 2) What are the negative effects of the Columbian Exchange?

Sept 29 - Day 2

Native Americans Trail of Tears

What was the Trail of Tears?

The Trail of Tears was when the United States government forced Native Americans to move from their homelands in the Southern United States to Indian Territory in Oklahoma. Peoples from the Cherokee, Muscogee, Chickasaw, Choctaw, and Seminole tribes were marched at gunpoint across hundreds of miles to reservations.

The Trail of Tears can also refer to the specific forced march and path of the Cherokee Nation from North Carolina to Oklahoma.

When did it take place?

The Indian Removal Act was passed by Congress in 1830. The actual removal of the Native American tribes from the South took several years. It began with the removal of the Choctaw in 1831 and ended with the removal of the Cherokee in 1838.

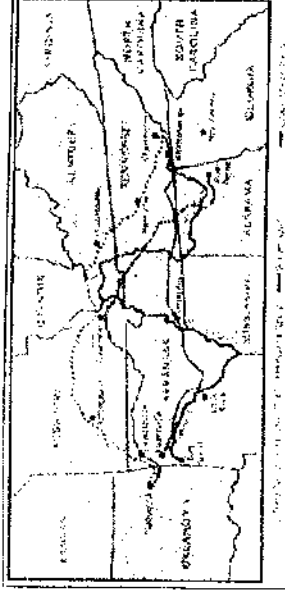
Did they want to move?

The people and leaders of the tribes were often divided on the issue. Some thought that they had no choice but to agree to move. Others wanted to stay and fight for their land. Few of them actually wanted to leave their homeland, but they knew they could not fight the United States government and win.

Leading Up to the Cherokee March

After the Indian Removal Act was passed in 1830, the Cherokee peoples resisted moving to Oklahoma. Eventually, President Andrew Jackson convinced some Cherokee leaders to sign an agreement called the Treaty of New Echota. By signing the treaty they agreed to trade their homeland for land in Oklahoma and \$5 million. However, many of the Cherokee leaders did not agree to the treaty. They petitioned to Congress begging them to let them stay on their land.

Despite gaining some support in Congress, the Cherokee were told they must leave by May of 1838 or they would be forced from their land. When May arrived, only a few thousand Cherokee had left. President Jackson sent General Winfield Scott to remove the Cherokee by force.



Trail of Tears Map by the National Park Service

The March

General Scott and his soldiers rounded up the Cherokee people into large prison camps called stockades. In many cases, the Cherokee were not allowed to gather up their possessions before being put into the camps. During the summer, some groups were forced to start marching to Oklahoma. However, many people died from the heat and diseases. The remainder of the people were held in camps until that Fall.

Advertisement: Reported

In the Fall, the rest of the Cherokee headed out to Oklahoma. It took them several months to travel around 1,000 miles across mountains and wilderness terrain. The journey lasted into the winter months making it very difficult and dangerous. Along the way, thousands of Cherokee died from diseases, starvation, and the cold. Historians estimate that at least 4,000 Cherokee died on the Trail of Tears.

Aftermath and Legacy

The Trail of Tears is one of the darkest and most shameful events of American history. The famous poet Ralph Waldo Emerson wrote of it at the time saying "the name of this nation... will stink to the world."

Today, the path of the Cherokee is memorialized by the Trail of Tears National Historic Trail.

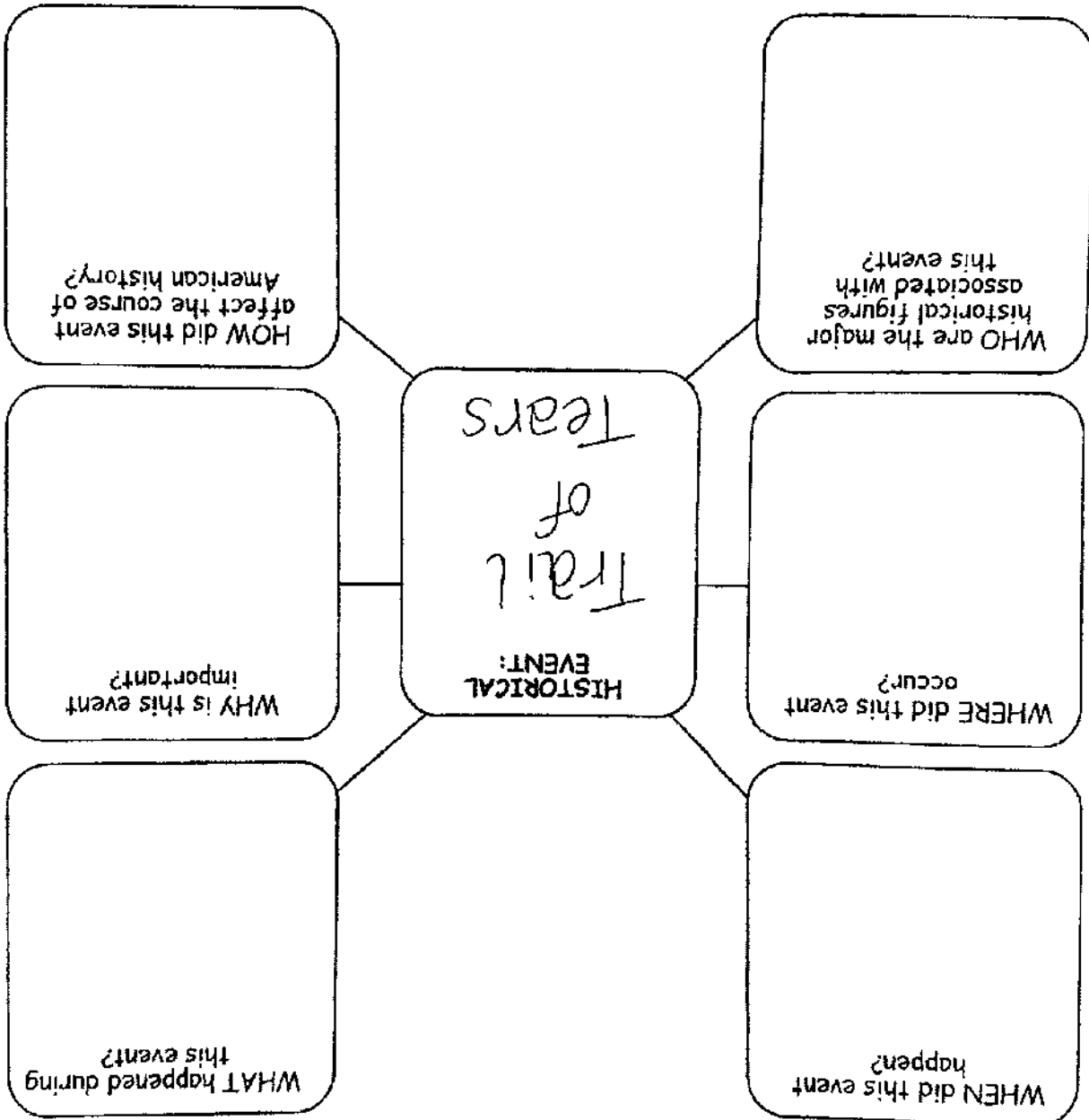
Interesting Facts about the Trail of Tears

- The persecution of Native Americans didn't end with the removal to Oklahoma. Much of the land they were promised by law in Oklahoma was soon taken from them.
- The Cherokee were given money to buy food along the way. However, dishonest suppliers sold them bad food at high prices causing many of them to starve.
- John Ridge, a Cherokee leader who agreed with the removal treaty, was later assassinated by Cherokee men who survived the march.
- Around 17,000 Choctaw people were forced to march to Oklahoma. It is estimated at least 3,000 died on the journey.

Sept 29 - Day 2

TCC-5: Answering Questions About a Historical Event

Directions: Conduct research to complete the chart. Write short notes that answer the question in each box.



Taking Another Step: Expand one of your answer boxes into a paragraph. Write your paragraph on the back of this sheet.



Sept 30 - Day 3 The Trail of Tears

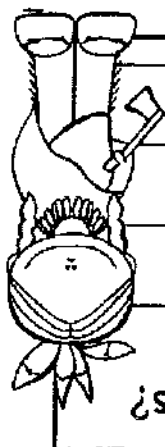
After the United States purchased the Louisiana Territory from the French, many people decided to travel out west. Lewis and Clark explored the land all the way out to the Pacific Ocean. They were able to map out a route for others who wished to settle in this new land. Families packed up only their most important belongings and traveled westward in a large covered wagon on the Oregon Trail. Along the way, they had encounters with the Native Americans. The U.S. government started relocating, or moving, Native Americans off their native lands so that white settlers could move there.

Eventually, the U.S. government forced the Cherokee Nation and other tribes to move from their homeland to an Indian Territory in Oklahoma. Many tribes were marched at gunpoint to special areas, called reservations. This march became known as the Trail of Tears. In 1830, Congress passed The Indian Removal Act. It took several years for all the tribes to be moved into one place.

Many Native Americans agreed to move because they felt like they had no choice. Others were angry and refused to move. But the U.S. military had more men and weapons so the tribes knew they were outnumbered and eventually gave in. Even though they were promised a specific area to settle in Oklahoma, much of that land was taken from them too. More than 17,000 Native Americans moved from their homes and nearly 3,000 died along the trail.

Why did the U.S. government force Native Americans to move to reservations?

How do you think the Native Americans felt about moving to reservations?



Oct 1 - Day 4

Trail of Tears

The U.S. government started _____, or moving, Native Americans off their native lands so that white _____ could move there. Eventually, the U.S.

government _____ the Cherokee Nation and other tribes to move from their homeland to an Indian Territory in _____.

Many tribes were marched at gunpoint to special areas, called _____.

_____ became known as the _____.

In 1830, _____ Act. It took _____ several years for all the tribes to be moved into _____ place.

Many Native Americans agreed to move because they felt like they had no _____.

Others were angry and _____ to move. But the U.S. military had more _____ and weapons _____ so the tribes knew they were _____ and _____ eventually gave in.

Word Bank:

Removal

choice

Oklahoma

forced

refused

reservations

relocating

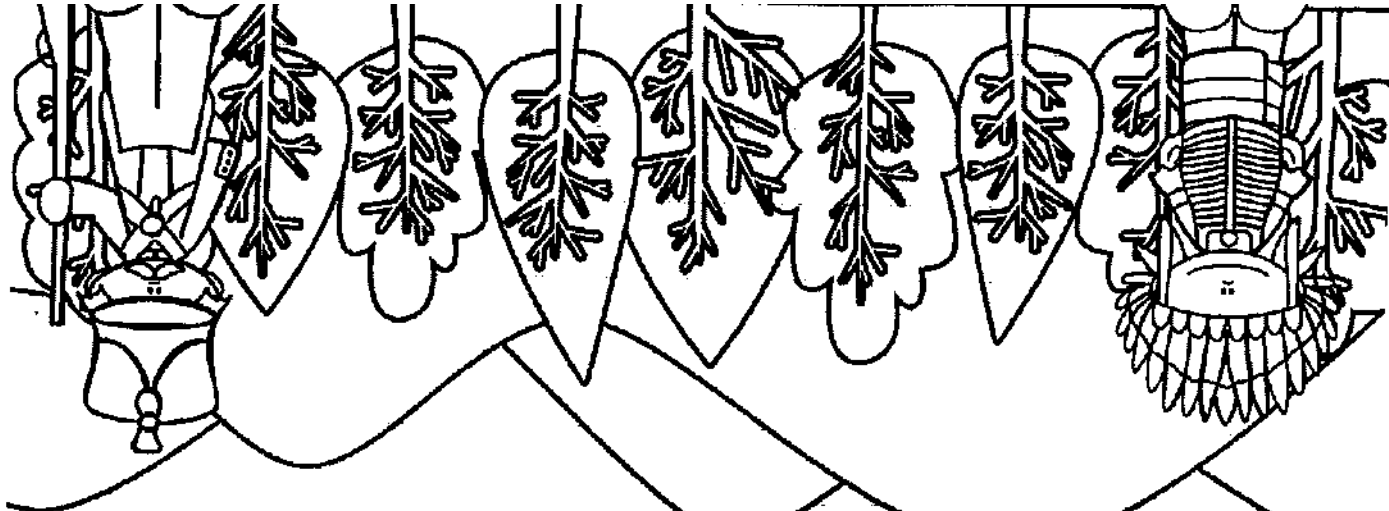
one

settlers

outnumbered

men

Trail of Tears



Oct 2 - Day 5

Trail of Tears

Questions are based on information from
Trail of Tears.

- 1) Where were the Native American tribes forced to march during the Trail of Tears?
 - ☐ California
 - ☐ Arizona
 - ☐ Colorado
 - ☐ Oklahoma
 - ☐ Texas
- 2) What law was passed in 1830 that forced the tribes out of the Southern United States?
 - ☐ Indian Civil Rights Act
 - ☐ Indian Removal Act
 - ☐ Social Security Act
 - ☐ Homestead Act
 - ☐ Indian Reservation Act
- 3) True or False: Most Native Americans were excited to leave their homeland and go somewhere new.
 - ☐ TRUE
 - ☐ FALSE
- 4) What was the first tribe that was forced to leave the South in 1831?
 - ☐ Sioux
 - ☐ Cree
 - ☐ Navajo
 - ☐ Mohawk
 - ☐ Choctaw
- 5) How much did the U.S. pay for the homeland of the Cherokee people?
 - ☐ \$50
 - ☐ \$8,000
 - ☐ \$250,000
 - ☐ \$5 million
 - ☐ \$55 million
- 6) What general led the soldiers who forced the Cherokee off their land?
 - ☐ Winfield Scott
 - ☐ Robert E. Lee
 - ☐ George Washington
 - ☐ Ulysses S. Grant
 - ☐ George Custer
- 7) Around how many Cherokee people died during the Trail of Tears?
 - ☐ 75
 - ☐ 600
 - ☐ 4,000
 - ☐ 12,000
 - ☐ 93,000
- 8) What U.S. president convinced some Cherokee leaders to sign a treaty selling their land?
 - ☐ Abraham Lincoln
 - ☐ Andrew Jackson
 - ☐ William Henry Harrison
 - ☐ John Adams
 - ☐ Thomas Jefferson
- 9) Around how many Choctaw people were forced to leave their homeland?
 - ☐ 700
 - ☐ 1,400
 - ☐ 3,000
 - ☐ 9,000
 - ☐ 17,000
- 10) True or False: Much of the new land promised the Native Americans was later taken away by the U.S. government.
 - ☐ TRUE
 - ☐ FALSE

Westward Expansion Louisiana Purchase

History -> Westward Expansion

With the Louisiana Purchase in 1803, the United States acquired a large area of land from the French. It was the single largest purchase of land ever by the United States and doubled the size of the country.

Why did the United States want more land?

The United States had been growing rapidly. In search of new land to plant crops and raise livestock, people had been expanding to the west past the Appalachian Mountains and into the Northwest Territory. As these lands became crowded, people needed more land and the obvious place to expand was to the west.

How much did it cost?

Thomas Jefferson wanted to buy the settlement of New Orleans from the French. It was a major seaport that was fed from the Mississippi River, making it important to many American businesses. He sent Robert Livingston, the U.S. Minister to France, to try and buy the land from the French Emperor Napoleon.

At first Napoleon refused to sell. He had hopes of creating a massive empire that included the Americas. However, soon Napoleon began to have troubles in Europe and he needed money desperately. James Monroe traveled to France to work with Robert Livingston. In 1803, Napoleon offered to sell the entire Louisiana Territory to the United States for \$15 million.



United States Expansion Map
from the National Atlas of the United States.
The Louisiana Purchase is shown in green.
(Click picture to see larger view)

How big was it?

The Louisiana Purchase was huge. It totaled 828,000 square miles and all or part of what would later become 15 different states. It doubled the size of the United States and made it a major world nation.

Borders

The Louisiana Purchase stretched from the Mississippi River in the east to the Rocky Mountains in the west. Its southernmost tip was the port city of New Orleans and the Gulf of Mexico. To the North it included much of Minnesota, North Dakota, and Montana up to the border of Canada.

Opposition

At the time, many leaders in the United States were against the Louisiana Purchase. They thought that Thomas Jefferson didn't have the right to make such a large purchase of land and that we would soon be at war with Spain over the land. The purchase was nearly cancelled by Congress and only passed by the vote of 59-57.

Advertisement: B2222222

Exploration

President Jefferson organized expeditions to explore the new land. The most famous expedition was that of Lewis and Clark. They traveled up the Missouri River and eventually went all the way to the Pacific Ocean. Another expedition was the Pike Expedition led by Zebulon Pike which explored the Great Plains and into Colorado where they discovered Pike's Peak. There was also the Red River Expedition which explored the Southwest.

Interesting Facts about the Louisiana Purchase

- The Louisiana Purchase would have cost \$233 million in 2011 dollars. That's around 42 cents per acre.
- Some historians claim that Napoleon had no right to sell the Louisiana Territory to the United States.
- The issue of slavery in the western lands of the Louisiana Purchase became a major issue in later years and part of the cause of the American Civil War.
- The land had been owned by Spain for a while before they sold it back to France in 1800.
- Napoleon didn't mind selling the land to the United States because he thought it would hurt his enemy England.
- The original price of \$15 million worked out to around 3 cents an acre.

Oct. 5 - Day 6

Oct 5 - Day 6

Section II: Time, Continuity, and Change (History)

Student Activity Sheet

TCC-4: Answering Questions About a Historical Period

Directions: Conduct research to complete the chart. Write short notes that answer the question in each box.

Westward Expansion: Louisiana Purchase

HISTORICAL PERIOD:

WHEN did this period occur?

WHAT important developments or events mark this period?

WHERE did the major events or developments of this period occur?

WHO are the important historical figures associated with this period?

WHY is this period important?

HOW did the events or developments of this period affect later periods in American history?

Taking Another Step: Expand one of your answer boxes into a paragraph. Write your paragraph on the back of this sheet.



Oct 6 + 7 -

Lewis and Clark Expedition Day 7-8

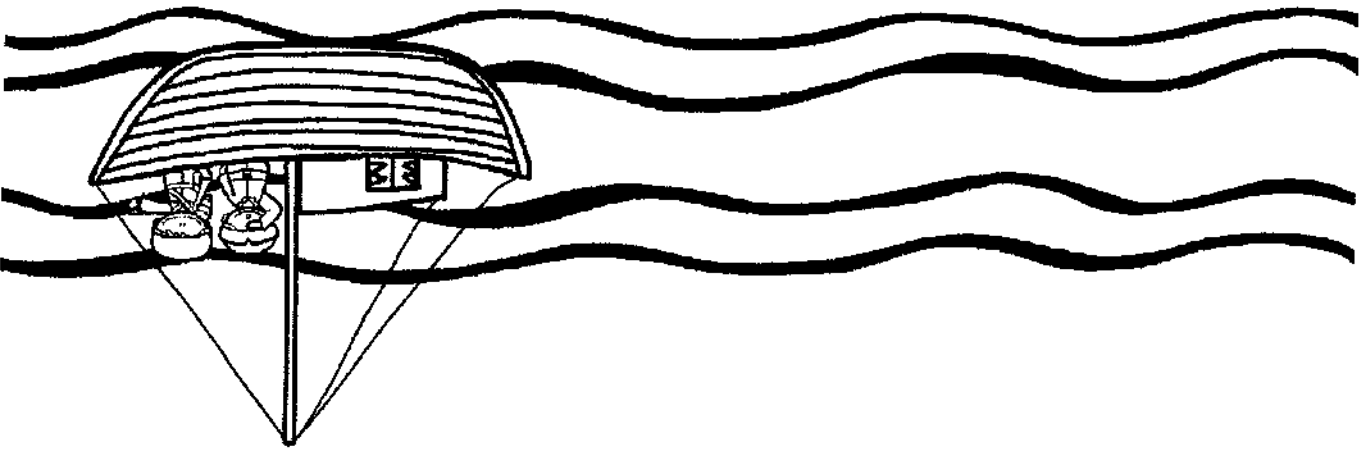
Meriwether Lewis and William Clark explored the western part of the United States. President Thomas Jefferson gave them a mission to travel to the Pacific Ocean and back. During their trip, they had to map out the land, explore the area, and report back about their findings. America just purchased the Louisiana Territory from the French and they had no idea what was on the other side of the Appalachian Mountains.

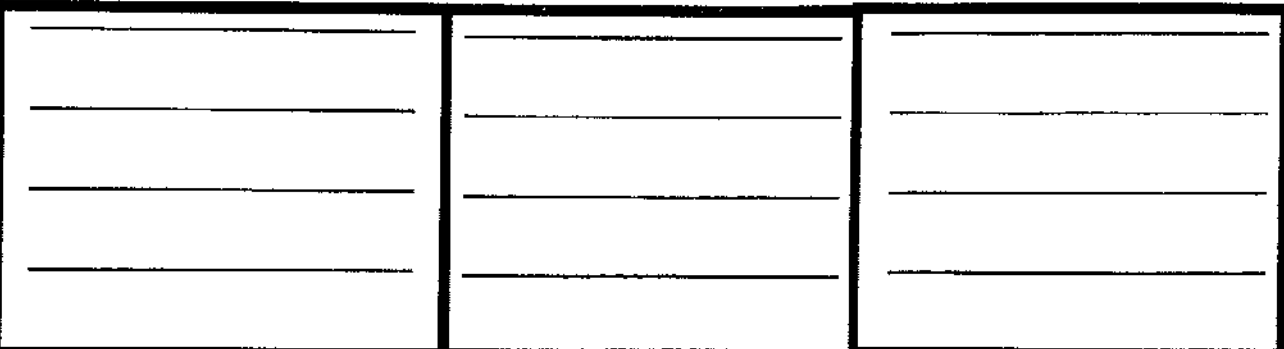
Lewis was Jefferson's private secretary and he invited his good friend, William Clark, to come. To help them on their journey, they brought a team of 31 men, called the Corps of Discovery. These men were trained and brought all the supplies and equipment they would need to survive on their expedition. One of the most important items that they brought with them was glass beads and other odds and ends that they could trade with the Native Americans.

The journey began in 1804 in St. Louis, Missouri. They first traveled up the Missouri River. They met a lot of Native American tribes along the way. Most of the tribes were friendly. One Native American they met was named Sacagawea. She knew how to speak several Indian languages and joined the expedition as an interpreter. Sacagawea helped the travelers in many ways because she knew which plants were safe to eat and guided them to the safest routes to follow. One of their most dangerous treks was across the towering Rocky Mountains. Finally, a year and a half later, the team reached the Pacific Ocean. Then, they headed for home in March of 1806. Lewis and Clark were the first to reach the Pacific Ocean by land and gave the U.S. the first accurate maps of the Northwest.

1. Why did President Jefferson send Lewis and Clark on a trip to the Pacific Ocean?

10/6





Tell three interesting facts about Lewis and Clark and their expedition:

What were Clark's responsibilities during the expedition?

How did Lewis prepare for the expedition?

What did President Jefferson ask Lewis and Clark to do?

2

4. How did the Louisiana Purchase change the United States forever?

3. Who purchased the large piece of land west of the Mississippi River? Why?

2. Who owned the land before the Louisiana Purchase? Why did they agree to sell it?

1. Where did most of the American people live prior to the Louisiana Purchase?

Color in the land bought during the Louisiana Purchase on the map above. Then answer the questions that follow. Use the article to help you answer the questions.



The Louisiana Purchase



Oct 8-
Day 9

Name: _____

Louisiana Purchase

Questions are based on information from
Louisiana Purchase.

Oct. 9 - Day 10

1) In what year did the United States make the Louisiana Purchase?

- ☐ 1776
- ☐ 1803
- ☐ 1812
- ☐ 1865
- ☐ 1902

2) What future U.S. president traveled to France to make the deal?

- ☐ James K. Polk
- ☐ John Quincy Adams
- ☐ Andrew Jackson
- ☐ James Monroe
- ☐ John Tyler

3) Who was leader of France at the time of the purchase?

- ☐ King Louis XIV
- ☐ Charles de Gaulle
- ☐ Charles X
- ☐ Robespierre
- ☐ Napoleon

4) How much did the U.S. pay for the Louisiana Territory?

- ☐ \$15 million
- ☐ \$80 million
- ☐ \$150 million
- ☐ \$1 billion
- ☐ It was free

5) True or False: All of the U.S. Congress supported the purchase.

- ☐ TRUE
- ☐ FALSE

6) What famous explorers traveled up the Missouri River and to the Pacific Ocean?

- ☐ Louis and Jones
- ☐ Armstrong and Aldrin
- ☐ Smith and Wesson
- ☐ Lewis and Clark
- ☐ Holmes and Watson

7) What port city did Thomas Jefferson originally set out to purchase from France?

- ☐ New York
- ☐ New Orleans
- ☐ Charleston
- ☐ Baltimore
- ☐ Boston

8) Who was the U.S. president at the time of the purchase?

- ☐ George Washington
- ☐ James Monroe
- ☐ Thomas Jefferson
- ☐ John Adams
- ☐ Andrew Jackson

9) The land of the Louisiana Purchase was to the west of what major river?

- ☐ Mississippi River
- ☐ Colorado River
- ☐ Ohio River
- ☐ Rio Grande River
- ☐ Nile River

10) What country owned the land before France?

- ☐ England
- ☐ Italy
- ☐ Germany
- ☐ Netherlands
- ☐ Spain

Oct 12 - Day 11

American Civil War Causes of the Civil War

While there were many political and cultural differences between the North and the South that contributed to the American Civil War, the main cause of the war was slavery. Below we will discuss the impact slavery had in leading up to the war as well as some of the differences between the two sides that led to such a great divide.

Slavery

At the heart of the divide between the North and the South was slavery. The South relied on slavery for labor to work the fields. Many people in the North believed that slavery was wrong and evil. These people were called abolitionists. They wanted slavery to be illegal throughout the United States. Abolitionists such as Frederick Douglass, John Brown, Harriet Tubman, and Harriet Beecher Stowe began to convince more and more people of the evil of slavery. This made wealthy landowners in the South fearful that their way of life would come to an end.

States' Rights

The idea of states' rights was not new to the Civil War. Since the Constitution was first written there had been arguments about how much power the states should have versus how much power the federal government should have. The southern states felt that the federal government was taking away their rights and powers.

Expansion

As the United States continued to expand westward, each new state added to the country shifted the power between the North and the South. Southern states began to fear they would lose so much power that they would lose all their rights. Each new state became a battleground between the two sides for power.

Industry vs. Farming

In the mid-1800s, the economies of many northern states had moved away from farming to industry. A lot of people in the North worked and lived in large cities like New York, Philadelphia, and Boston. The southern states, however, had maintained a large farming economy and this economy was based on slave labor. While the North no longer needed slaves, the South relied heavily upon slaves for their way of life.

Bleeding Kansas

The first fighting over the slavery issue took place in Kansas. In 1854, the government passed the Kansas-Nebraska Act allowing the residents of Kansas to vote on whether they would be a slave state or a free state. The region was flooded with supporters from both sides. They fought over the issue for years. Several people were killed in small skirmishes giving the confrontation the name Bleeding Kansas. Eventually Kansas entered the Union as a free state in 1861.

Abraham Lincoln

The final straw for the South was election of Abraham Lincoln to President of the United States. Abraham Lincoln was a member of the new anti-slavery Republican Party. He managed to get elected without even being on the ballot in ten of the southern states. The southern states felt that Lincoln was against slavery and also against the South.

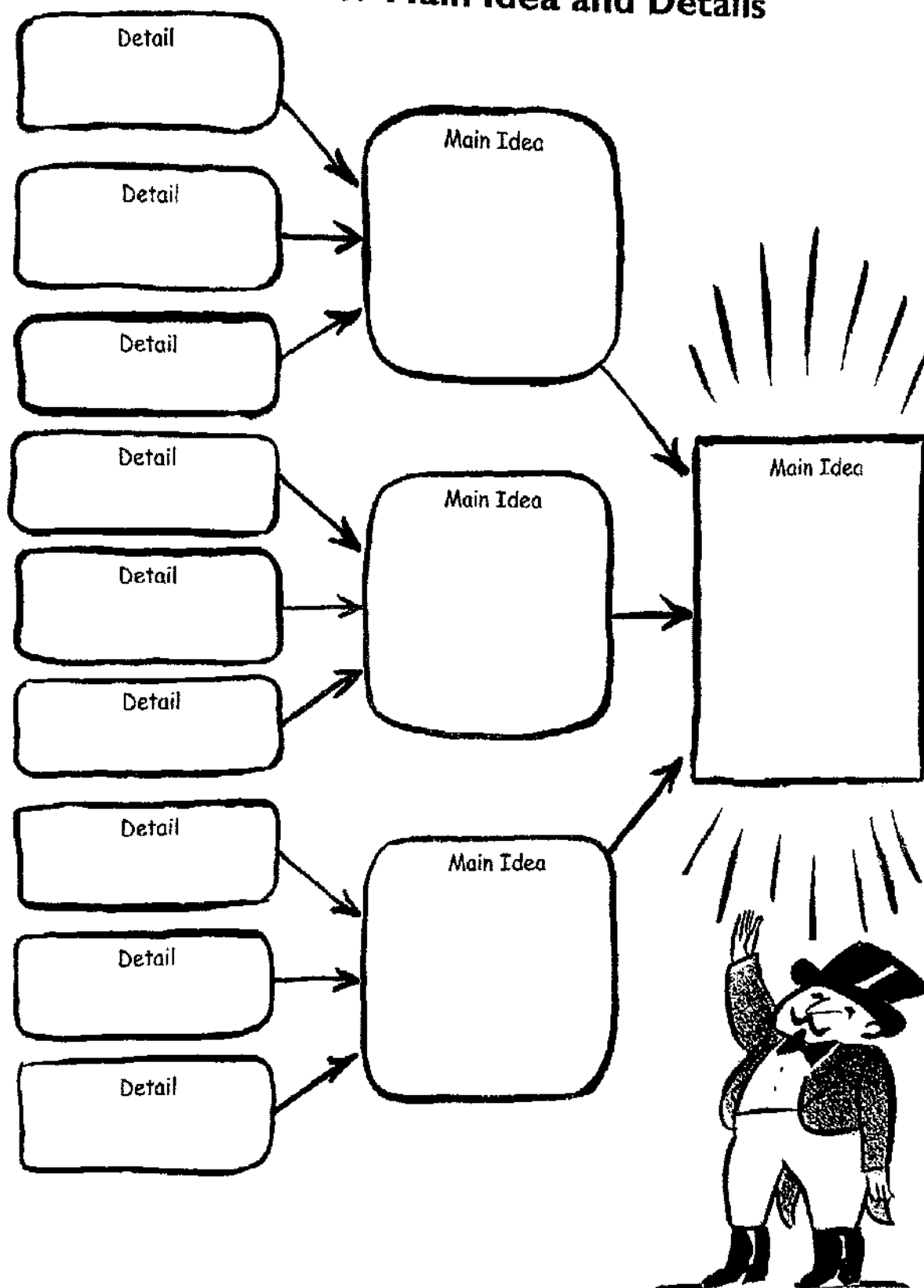
Secession

When Lincoln was elected, many of the southern states decided they no longer wanted to be a part of the United States. They felt that they had every right to leave. Starting with South Carolina, eleven states would eventually leave the United States and form a new country called the Confederate States of America. Abraham Lincoln said they did not have the right to leave the United States and sent in troops to force the Southern states to rejoin the Union. The Civil War had begun.

Name _____ Date _____

Student Activity Sheet

AGT-10: Main Idea and Details



_____ Name

Civil War

The fight against slavery began in the early 1800's. By 1850, the issue began to divide the newly established country. Many different points of view existed between the North and the South in the prewar era. Established as a direct result of this issue, the Republican Party was formed in 1854. This political party was in favor of banning slavery and the spread of this condition into other territories. One slogan expressed by the Republican Party was "Free Speech, Free Press, Free Soil, Free Men, Fremont, and Victory!" The tensions produced throughout the antebellum era led to what is considered the bloodiest and most deadly war in American history.

1. What issue led to the eventual division of America? _____
2. By the year _____ this issue began to _____ the country.
3. _____ the country.
4. The Civil War was between the _____ and the Southern parts of the United States.
5. What political party was formed in 1854?

☐ A) Republican ☒ B) Democratic ☐ C) Independent ☐ D) all of these

6. The Republican Party favored slavery. True False
7. The term antebellum can be substituted with _____

☐ A) post war ☒ B) pre war ☐ C) war time ☐ D) none of these

8. What did the Republican Party try to prevent?

Oct 13 -
Day 12

Oct 14 + 15 -

Day 13-14

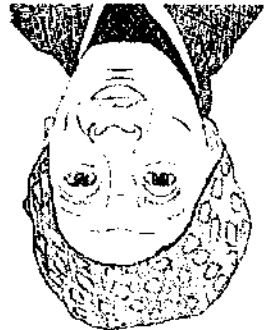
Harriet Tubman

Harriet Tubman Ross is one of the most well known African-American abolitionist figures during the American Civil War. During a period spanning a decade, she made over ten trips into the South and helps hundreds of slaves escape. She is a role model to many and is best known for her efforts to lead other slaves to freedom.

Harriet was born a slave in Maryland's Dorchester County around 1820. Her maiden name was Araminta Ross, which she changed after marriage. At the age of five, she worked as a house servant and then later went to work in the fields. Harriet was rebellious, and longed for freedom. She was also willing to stand up for others who were enslaved as well. While defending a fellow slave, she sustained an injury to her head, with lingering effects that she would carry for the rest of her life.

In 1844, she married a free black man named John Tubman. In 1849, she learned she was to be sold, and decided to escape from slavery. She traveled by night, and finally made her way to Pennsylvania. In Philadelphia, she found an opportunity to work and saved some money. She returned to Maryland the following year and helped escort her sister and her two children to freedom. After ensuring their safety, she once again went back to the South, and managed to rescue her brother and two other men. While Harriet was laboring to free other slaves, her husband met and married another woman.

Her attempts to free slaves had made her famous by the time she had made her fourth or fifth trip back to the South. There was a large reward in place for her capture, and Harriet had to be both cunning and swift to evade capture. She would disguise herself as a slave running errands, and would even carry live chickens or other props to support this deception. In the face of great personal danger, Harriet Tubman continued to risk her life to lead others out of the bondage of slavery.



In early 1862, Harriet Tubman travelled to Port Royal, South Carolina, and joined the Northern abolitionists fighting there. During her time in the military, she served as a nurse, a spy and scout, and would assist with raids on the Confederate army and Southern states. In one such raid, she assisted the release of over 700 slaves. After the War, she fought to get a military pension. She never got it, but died with full military honors. She inspired generations of African Americans who were then struggling for their equality and civil rights, and risked her own life so others could know freedom. Tubman has been celebrated in numerous ways throughout the twentieth century. Dozens of schools have been named in her honor, and both the Harriet Tubman Home in Auburn and the Harriet Tubman Museum in Cambridge serve as monuments to her life.

Name _____

Date _____

Day 13

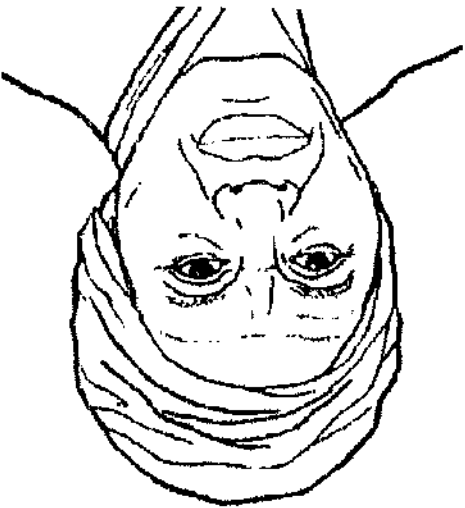
Oct 14 -

Harriet Tubman: Graphic Organizer

Location:

Time Period

Best Known For:



What Significant Role Did She Play In African American History?

Highlights of Career/Life

Multiple Choice Questions - Harriet Tubman

Circle the correct answer.

1. Where was Harriet Tubman born?

- a. Dorchester County, Maryland
- b. Philadelphia, Pennsylvania
- c. Port Royal, South Carolina
- d. Washington D.C.

2. What type of life was Harriet Tubman born into?

- a. A life of privilege and high social standing
- b. A life of slavery and oppression
- c. A life of freedom and opportunity
- d. None of the above

3. How did Harriet Tubman come to sustain a head injury that would bother her for her whole life?

- a. She banged her head on a rock
- b. She fell and bumped her head on the ground
- c. She was struck on the head while defending a fellow slave
- d. None of the above

4. What event promoted Harriet to run for freedom?

- a. She wanted to travel and see the world
- b. She wanted to attend college
- c. She was bored with her work
- d. She learned she was to be sold

5. Why did Harriet return to the South after escaping?

- a. She wanted to free her sister and children
- b. She wanted to visit
- c. She forgot some of her belongings and went back to get them
- d. She wanted to free her parents and husband

6. What tasks did Harriet Tubman perform as part of her military service?

- a. Nursing
- b. Scouting
- c. Spying
- d. All of the above

Name: _____

Date: _____

Oct 15 -
Day 14

Civil War - Causes

Questions are based on information from
Civil War - Causes.

Oct 16 -

Day 15

1) Who fought the North in the American Civil War?

- England
- East
- West
- South
- Germany

2) What was the main driver of the economy in the North during the Civil War?

- Farming
- Industry
- Tourism
- Transportation
- Media

3) Why did the South need slaves, but the North didn't?

- Large plantations in the south needed slave labor to profit
- Slave labor was needed to work the mines in the South
- Slaves ran the large steel mills and appliance factories in the South
- All of the above
- The South didn't want slave labor

4) What were people who wanted to outlaw slavery called?

- Southerners
- Tories
- Federalists
- Prohibitionists
- Abolitionists

5) True or False: The southern states wanted the federal government to have all the power and make all the laws.

- TRUE
- FALSE

6) In what state did the first fighting over slavery take place?

- Georgia
- Virginia
- Kansas
- Pennsylvania
- New York

7) What political party did Abraham Lincoln belong to?

- Democrat
- Libertarian
- Constitution
- Republican
- Independent

8) Which of the following was not a cause of the American Civil War?

- States' Rights
- Pearl Harbor Attack
- Slavery
- Abraham Lincoln elected
- Expansion of the United states

9) True or False: Abraham Lincoln wasn't on the voting ballot in 10 of the Southern states

- TRUE
- FALSE

10) What was the name of the new country that was formed by the southern states?

- United States of the South
- Republic of Texas
- Confederate States of America
- New Britain
- Democratic Republic of the Carolinas

Science Instructional Resource Packet

September 28 – October 16, 2020

Date:		Science	
Monday, September 28	Topic: Abiotic and Biotic Factors Standard: The student will demonstrate an understanding of Abiotic and Biotic Factors. (5.L.4A.1) Activity: 1. Reading Comprehension: Abiotic and Biotic Factors 2. Answer questions 1 - 5	Resources (links, videos): <i>Video to reinforce the Abiotic and Biotic Factors</i> https://www.youtube.com/watch?v=E1pp_7-yTN4 Materials Needed: Video Pencil Article	
Tuesday, September 29	Topic: Abiotic and Biotic Factors Standard: The student will demonstrate an understanding of Abiotic and Biotic Factors. (5.L.4A.1) Activity: 1. Abiotic and Biotic Factor Sort * Using the list on the right hand side, identify the different objects that are Abiotic and Biotic. (Do not cut the labels out, write them into the correct columns.)	Resources (links, videos): <i>Video to reinforce the Abiotic and Biotic Factors</i> https://www.youtube.com/watch?v=E1pp_7-yTN4 Materials Needed: Video Pencil Handout	
Wednesday, September 30	Topic: Ecosystems – Terrestrial and Aquatic Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4A.1) Activity: 1. Read the section on Terrestrial Ecosystems Handout 2. Complete the guided notes on Terrestrial Ecosystem handout	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2I&t=81s Materials Needed: Video Pencil Handout	
Thursday, October 1	Topic: Ecosystems – Terrestrial and Aquatic (2 days) Standard: The student will demonstrate an understanding of the	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2I&t=81s	

	Terrestrial and Aquatic Ecosystem (5.L.4A.1) Activity: 1. Review the Terrestrial and Aquatic Ecosystem Handout and your guided notes 2. Complete Ecosystem Chart: Students will label an ecosystem, write a description of the ecosystem, draw an illustration of the ecosystem and identify if the ecosystem is terrestrial or aquatic	Materials Needed: Video Pencil Handout
Friday, October 2	Topic: Ecosystems – Terrestrial and Aquatic (2 days) Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4A.1) Activity: 1. Review the Terrestrial and Aquatic Ecosystem Handout and your guided notes 2. Complete Ecosystem Chart: Students will label an ecosystem, write a description of the ecosystem, draw an illustration of the ecosystem and identify if the ecosystem is terrestrial or aquatic	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2l&t=81s Materials Needed: Video Pencil Handout
Monday, October 5	Topic: Ecosystems – Terrestrial and Aquatic Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4A.1) Activity: 1. Read the Handout "What is an Ecosystem?" 2. Complete questions 1 – 4. Highlight the answers in the article to help you answer the questions. Put the highlighted answers in your own words	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2l&t=81s Materials Needed: Video Pencil Handout
Tuesday, October 6	Topic: Ecosystems – Terrestrial and Aquatic Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4A.1) Activity: 1. Read the Handout "What are Land Biomes?"	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2l&t=81s Materials Needed: Video Pencil

	2. Complete the Frayer Models about each Biome.	Handout
Wednesday, October 7	Topic: Ecosystems – Terrestrial and Aquatic Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4.A.1) Activity: 1. Read the section on Aquatic Ecosystems Handout 2. Complete the guided notes on Aquatic Ecosystem handout	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2l&t=81s Materials Needed: Video Pencil Handout
Thursday, October 8	Topic: Ecosystems – Terrestrial and Aquatic Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4.A.1) Activity: 1. Read the Handout - "What are Water Ecosystems?" 2. Complete the Frayer Models about each ecosystem.	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2l&t=81s Materials Needed: Video Pencil Handout
Friday, October 9	Topic: Terrestrial or Aquatic Writing Prompt Standard: The student will demonstrate an understanding of the Terrestrial and Aquatic Ecosystem (5.L.4.A.1) Activity: 1. Students will chose a terrestrial or aquatic ecosystem that they would like to visit. They will write an essay about the ecosystem using their articles for support. They will describe and provide details of what their visit will look like.	Resources (links, videos): <i>Video to reinforce the Ecosystems – Terrestrial and Aquatic:</i> https://www.youtube.com/watch?v=SNF8b7KKJ2l&t=81s Materials Needed: Pencil Paper Previous Handouts
Monday, October 12	Topic: Classifying Organisms Standard: The student will demonstrate an understanding of the different classifications of organisms. (5.L.4b.1) Activity: 1. Read article: How does Energy move in ecosystems? 2. Highlight the definitions of producers, consumers, decomposers,	Resources (links, videos): Materials Needed: Handout Highlighter

	herbivore, carnivore and omnivore.	
Tuesday, October 13	Topic: Classifying Organisms – Producers, Consumers, Decomposers Standard: The student will demonstrate an understanding of the different classifications of organisms. (5.L.4b.1) Activity: 1. Review the article: "How does Energy move in ecosystems?" 2. Cut and glue (or tape) each of the labels into the correct category based on the information shared in the article or video.	Resources (links, videos): https://www.youtube.com/watch?v=po5nXPbNV5M Materials Needed: Handout Scissors Glue or Tape
Wednesday, October 14	Topic: Classifying Organisms – Herbivore, Carnivore, Omnivore Standard: The student will demonstrate an understanding of the different classifications of organisms. (5.L.4b.1) Activity: 1. Review the article: "How does Energy move in ecosystems?" 2. Look through magazines (or clipart) and find at least two different types of Herbivore, Carnivore and Omnivore 3. Glue or Tape your animal pictures in the correct category on the paper provided in the packet.	Resources (links, videos): https://www.youtube.com/watch?v=n3uaWhOWUXs Materials Needed: Handout Magazines Scissors Glue or Tape
Thursday, October 15	Topic: Food Chains and Food Webs Standard: The student will demonstrate an understanding of food chains and food webs. (5.L.4b.2) Activity: 1. Read the article: "Food Chains and Food Webs" 2. Complete the question # 7 and #8	Resources (links, videos): https://www.youtube.com/watch?v=FFIoVZJ-eKI Materials Needed: Handout Pencil
Friday, October 16	Topic: Prey and Predators Standard: The student will demonstrate an understanding of prey and predators. (5.L.4b.3) Activity: 1. Read the article "On the Defense"	Resources (links, videos): https://www.youtube.com/watch?v=dfIq68GBuY Materials Needed: Handout Pencil

	2. Complete the crossword puzzle based on the information provided from the article	
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READING COMPREHENSION: Abiotic and Biotic Factors

In general, ecosystems can be divided into two types of factors, abiotic factors and biotic factors. Both types contribute to the type and number of organisms (living things), which can inhabit an ecosystem. But what is the difference between them? The term **biotic** means living or having lived. Biotic factors are basically organisms and the remains of organisms. Examples of biotic factors would include a frog, a leaf, a dead tree, or a piece of wood. The term **abiotic** means non-living, or never having lived; abiotic factors are non-living, non-cellular, and inorganic materials which contribute to an environment. Examples of abiotic factors would include gold, rock, bicycle, brick, and cement.



Both types of factors affect the types of organisms that exist in an environment. For instance, in the desert, the lack of water (an abiotic factor) prevents the existence of most trees, which need steady rainfall. On the other hand, the numerous rodents, (mice, etc) which live in the desert (a biotic factor) enable a population of predatory coyotes to survive in this harsh climate.

Comprehension Questions

1. According to the text, what is an abiotic factor? _____

2. According to the text, what is a biotic factor? _____

3. Based on the definitions above, identify each of the following as biotic (B) or abiotic (A).
_____ The sand in a desert _____ Pollen from a plant
_____ The bacteria in a lake _____ Pollution from an oil refinery
4. Explain why a dead tree would still be a biotic factor, even though it is no longer alive. _____

5. **Predict:** One ecosystem that has been studied a great deal in recent years is a **coral reef**, an undersea ecosystem rich in marine animals living in or around tropical corals. Name one abiotic and one biotic factor present in coral reefs (hint: look at the picture above). _____

Tuesday, 09.29.2020

Name: _____

Abiotic

Biotic

Directions:

Get the words cut below for them on your paper according to whether they are abiotic or biotic factors.

Give a job for each. Make sure you like where you put them. Write the job on the line below.

grass	water
snow	deer
catfish	sunlight
frog	shark
climate	cactus
rain	worms
rocks	wind

What makes up an ecosystem?

- Ecosystem – all the living and nonliving parts of an environment
- Biotic factors – the living parts of an ecosystem
- Abiotic – the nonliving parts of an ecosystem

An ECOSYSTEM is an interacting system of plant, animals, and humans and the surrounding environment. An ecosystem contains living and non-living things that contribute to the functioning of other organisms. An ecosystem is NOT just a collection of organisms. It is a system of interactions and interrelationships.

An ecosystem can be as small as a puddle or a rotting log.

An ecosystem can also be a whole forest or the planet.

What are the characteristics of different ecosystems?

There are many types of ecosystems, each with its own characteristics.

Differences in abiotic factors in ecosystems lead to differences in the living things there. Factors such as sunlight and precipitation affect how organisms adapt to these ecosystems.

Different Ecosystems

SEPT. 30

Terrestrial ecosystems – these are land based such as forests and grasslands

Deciduous Forests:

- Deciduous forest ecosystems have trees such as oaks, elms, and maples. These ecosystems are found in the eastern part of the United States, including South Carolina. These forests grow in moderately warm places where there is a lot of rain.
- The trees lose their leaves in the fall. Food and shelter are hard to find in the winter so, some animals hibernate.

Coniferous Forests

- Coniferous forests are made up of mostly conifers, trees that have cones. These forests are found mostly in the northern part of the Northern Hemisphere.
- Trees include spruces, hemlocks, pines, and firs.
- Animals include moose, deer, caribou, wolves, bears, and elk.

Rainforests

- Rain forests get large amounts of rain.

- Tropical rain forests are warm all year.
- These conditions enable large populations of many kinds of organisms to live there.
- Hawaii is the only state with tropical rain forests.

Grasslands

- Grasslands are ecosystems in which grasses are the main plant life.
- Grasslands have fertile soil and have few trees.
- These ecosystems do not receive much rain during the year, so trees do not grow well. These are found in the Midwestern United States.
- Much of the grassland in the U.S. has been turned into farms causing some animals like bison to lose their habitat.

OCT. 7

Aquatic ecosystems – these are water ecosystems

- Fresh water: ponds and lakes
- Saltwater: oceans, estuaries, and saltwater marshes

Estuaries and Salt Marshes

- Estuaries are places where rivers flow into the ocean.
- Estuaries have water that is saltier than a river, but not as salty as the ocean.
- Salt marshes are grassy wetlands at the edges of estuaries.
- South Carolina has many estuaries and salt marshes and is home to many living things such as fish, blue crabs, shrimp, and oysters.

Oceans

- The ocean has many kinds of ecosystems.
- The oceans are so large that the conditions in one part of the ocean are very different from the conditions in another part of the ocean.
- Some ocean ecosystems are close to land and receive more sunlight.
- In the deep sea, sunlight cannot reach the ocean floor and the ecosystems are quite different.

Lakes and Ponds

- Most lakes and ponds are freshwater ecosystems.
- The water in each of these ecosystems does not move much.
- Ponds are smaller than lakes.
- Ponds sometimes dry up during hot, dry summer weather.
- Because lakes are larger, they are usually permanent.

Terrestrial Ecosystems Complete on September 30, 2020

Deciduous _____

- Have trees such as _____, elms, and maples
- Found in the _____ part of the United States, including S.C.
- Grow in moderately _____ places where there is a lot of rain
- Trees lose their leaves in the _____
- Food and shelter are hard to find in winter, so some animals _____

Forests

- Made up of mostly conifers, trees that have _____
- Found mostly in the _____ part of the Northern Hemisphere
- Trees include _____, hemlocks, _____, and firs
- Animals include moose, _____, caribou, wolves, bears, and _____
- **The _____ coniferous forests are called taiga

Rainforests

- Get _____ amounts of rain
- Are warm _____ year
- Conditions enable _____ populations of many kinds of organisms to _____ there

Grasslands

- _____ is the only state in U.S. with tropical rainforests
- Grasses are the main _____ life
- Have _____ soil and have _____ trees
- Do not receive much _____ during the year, so trees do not _____ well
- Found in Midwestern _____ States

Aquatic Ecosystems Complete on October 7, 2020

Estuaries and Salt Marshes

- Places where _____ flow into the ocean
- Have water that is _____ than a river, but not as salty as the _____

- Salt marshes are _____ wetlands at the edges of estuaries

- Home to fish, blue crabs, _____, and oysters

Oceans

- Has _____ kinds of ecosystems

- Ecosystems closer to land receive more _____ and in the _____ sea, sunlight cannot reach the _____ floor

Lakes and Pond

- Most are _____ ecosystems
- Water does not _____ much

Ecosystem Chart

Name: _____

Date: October 1+2

Ecosystem	Description	Illustration	Terrestrial or Aquatic?
Deciduous Forest			
Coniferous Forest			
Rainforest			
Grassland			
Estuaries			

Ecosystem	Description	Illustration	Terrestrial or Aquatic?
Salt Marshes			
Oceans			
Lakes			
Ponds			

Lesson 1: What is an ecosystem? October 5

Vocabulary

ecosystem all the living and nonliving things in an area

population a group of organisms of one species that live in an area at the same time

community the group of all the populations in an area

niche the role that an organism has in an ecosystem

habitat the place in which an organism lives

Living and Nonliving Parts

An **ecosystem** is all the living and nonliving things in an area. All of the living things in an ecosystem make up a **community**. A community has many different populations. A **population** is a group of organisms. All the organisms in a population are the same species. They live in the same area. One population in a forest might be the oak trees. Another population in a forest might be all of the red ants.

Ecosystems also have nonliving things. Air, water, soil, and sunlight are nonliving parts of an ecosystem. Organisms need these things to live. The kind and size of populations of organisms depends on the amount of air, water, soil, and sun in an ecosystem. The living and nonliving parts of an ecosystem work together. Each part of the system has a job.

Every population has needs. For example, organisms need food and space. When a population gets what it needs, it can live and grow. When a population does not get what it needs, it will get smaller. Some of the population might move away. Others might die.

Biomes

The world is divided into areas called biomes. A biome is a large ecosystem. The area of a biome has mostly the same climate and organisms. Biomes can be very large. One biome can cover many countries.

For example, one kind of biome is a rainforest. A rainforest biome is a place that has lots of rain and lots of plant growth. Some rainforests are very hot, such as the jungles of South America. But other rainforests can be quite cool, such as the temperate rainforests in Washington State.

The squirrels and trees are two parts of the temperate rainforest ecosystem. Trees help squirrels. They give squirrels food and shelter. But squirrels help trees, too. They spread seeds to help new trees grow. An ecosystem works because it has many parts and organisms that interact to meet their needs.

In an ecosystem, every organism has a niche and a habitat. A **niche** is the role of an organism in an ecosystem. For example, in a temperate rainforest, owls have a niche. They are hunters. They eat small animals like mice and chipmunks. A **habitat** is the place an organism lives. A habitat includes the soil, air, water, and plants. A spotted owl's habitat is the trees and the land where it lives.

All of the parts of an ecosystem work together and keep the ecosystem balanced. For example, the populations of owls and mice are balanced. If the number of mice goes down, owls will have less food. This will make the number of owls go down too. When there are fewer owls, the population of mice will begin to go up. In time, there will be more mice for owls to eat. Then the population of owls will go up too. The populations of owls and mice go up and down together. They balance.

Name _____

Lesson 1 Checkpoint

Use with pp. 127-129

Lesson 1 Checkpoint

October 5

1. Describe the parts of an ecosystem that organisms need.

2. **Predict** What would happen to a community if half the water from an ecosystem was removed?

3. What is a population? What determines the kind and size of populations in an area?

4. Describe the parts of an ecosystem and tell how they maintain the system's balance.

Lesson 2: What are land biomes?

October 6

Tropical Rainforest Biomes

A tropical rainforest is a biome that is very warm and very wet. Ecosystems near the equator are warm all year long. Some of these places also get lots of rain. Many plants can grow in a tropical rainforest. They get plenty of water. A tropical rainforest has many kinds of plants and animals.

Organisms have structures that help them survive. For example, the kinkajou lives in rainforests. It has a long tail to grab branches. It has a long tongue to gather honey.

Deciduous Forest Biomes

A deciduous forest can grow in places with less rain. Deciduous forests have trees such as oaks, elms, and maples. These trees lose their leaves in the fall. Without leaves, these trees save food and water during the winter.

There are other changes during cold winter months. Many animals change their behavior in the winter. Bears in the deciduous forest sleep through the winter. Snakes, frogs, and salamanders hibernate underground. The fur of some brown rabbits changes to white fur. The white fur helps the rabbits blend in with the snow.

Grassland Biomes

Grasslands are biomes that are covered with many kinds of grasses. Grasslands do not have many trees. Two hundred years ago, large grasslands covered Midwest America. Today, most of these grasslands are farms.

Habitats often change. The climate can get hotter or colder. The amount of food or water can go up or down. When a habitat changes, animal populations often go down. For example, the gray wolf population has gone down. They live in grasslands. When grasslands were changed to farms, the wolves had less food and space. More people were hunting the wolves too. As a result, their population went down.

Taiga Biomes

Taigas are another kind of forest biome. Taigas are cold and dry. Taigas cover much of Canada and Russia. Most trees in taiga biomes have needles. These trees are evergreens. The needles are the parts of the tree that make food for the tree. Evergreens do not lose their needles in winter. This way, the tree is ready to make food as soon as it is warm enough for photosynthesis to happen. The needles have a waxy coating. This helps the tree to hold water during winter. Many animals in taiga communities use fur to keep warm.

Desert Biomes

A desert biome is very dry. Deserts get less than 25 centimeters of rain or snow each year. Organisms have special parts and behaviors to survive in the desert. Some desert plants have roots that are not very deep. They can take up any water from rain very quickly. Many desert animals nap during the hot hours of the day. They look for food during the cooler nights.

Tundra Biomes

The tundra is a very cold biome with little rain. There are many limiting factors in the tundra. A limiting factor is something that limits the number of organisms that can live in an ecosystem. Some limiting factors are the amount of food, water, or space. The long, cold winter is a limiting factor in the tundra. Plants can only grow during a very short warm season. Only small plants can grow. Small plants create less food to feed animals.

The carrying capacity is the number of organisms that can live in an ecosystem. If a population grows larger than the carrying capacity, organisms cannot meet their needs. This is called overcrowding.

Description:		Temperature:	
Location:		Illustration:	
Tropical Rainforest			

Description:		Temperature:	
Location:		Illustration:	
Grassland			

Description:		Temperature:	
Location:		Illustration:	
Desert			

Description:		Temperature:	
Location:		Illustration:	
Deciduous Forest			

Description:		Temperature:	
Location:		Illustration:	
Taiga			

Description:		Temperature:	
Location:		Illustration:	
Tundra			

October 6

Lesson 3: What are water ecosystems? Oct. 8

Coral Reefs

Many ocean animals live near coral reefs. Corals are animals with a hard outside coating. They have a special relationship with algae. Algae are plant-like organisms. They grow inside the coral. Algae help the coral make their hard coating. As the corals grow and die, the hard coatings build up. They become a coral reef.

Algae need sunlight to grow. This means that algae will only grow in shallow, warm water. If the water is too deep, sunlight will not reach them. Coral needs water that is 18°C or warmer.

Coral reefs grow well in water that is low in nutrients and oxygen. Extra nutrients can help the coral's enemies grow. This can harm the coral reef.

The Deep Sea

The deeper parts of the ocean are cold and dark. Sunlight does not reach this deep water, so no plants can grow. Many animals there eat dead plants and animals that sink from above. In some places, bacteria make food from chemicals in the water. Bigger animals eat these bacteria.

The water pressure in deep water is very great. Animals bodies are adapted to live under this high pressure. Some clams, crabs, and tubeworms can live in deep sea ecosystems.

Rivers

Many animals live in river ecosystems. Some fish live in rivers. River ecosystems also include animals that spend most of their time on land. These animals have body parts that help them live on land or in the water. Otters have long, narrow bodies. Their bodies help them swim and catch fish. Otters can also close their nose and ears when under water.

Most plants and animals that live in rivers cannot live in oceans. Ocean water has much more salt than river water. Plants and animals in river ecosystems cannot live with the extra salt in ocean water.

Wetlands

A wetland is partly covered with water. Some wetlands are flooded for part of each year. There are many kinds of wetlands. Florida's Everglades is a large wetland.

Alligators, fish, deer, snakes, and other animals live there. Swamps are wetlands with many trees and bushes. Wetlands clean the water. Wetland plants, soil, and tiny organisms filter the water. This helps all organisms in the water.

Some wetlands are parts of estuaries. An estuary is a place where a river flows into an ocean. The water in estuaries is salty, but not as salty as the ocean.

Description:		Temperature:	
Location:		Illustration:	
Rivers			

Description:		Temperature:	
Location:		Illustration:	
Coral Reefs			

Description:		Temperature:	
Location:		Illustration:	

Description:		Temperature:	
Location:		Illustration:	
Wetlands			

Description:		Temperature:	
Location:		Illustration:	
Deep Sea			

Description:		Temperature:	
Location:		Illustration:	

October 8

Name: _____

If I could visit any ecosystem, I would visit _____

Lesson 5: How does energy move in ecosystems?

October 12

Vocabulary

energy pyramid a diagram that shows the amounts of energy that flow through each level of a food chain

Food Chains and Webs

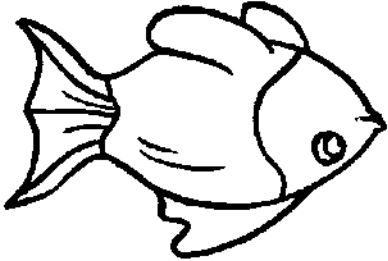
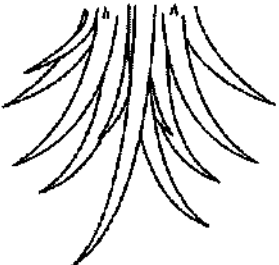
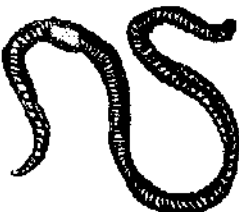
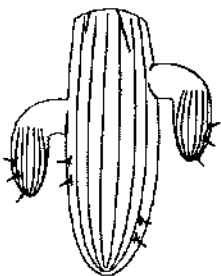
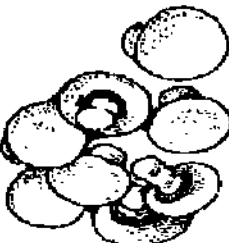
Every organism needs food to live. Food gives energy to organisms. Energy in an ecosystem moves from one organism to another. Food chains and food webs show how energy moves in an ecosystem. Producers are organisms that make their own food. Plants and some very small organisms are producers. All producers make their own food for energy. They use energy from sunlight or chemicals in nature to make their own food. The niche of producers is to use energy from the Sun to make food. Some animals eat plants to get energy. Consumers cannot make their own food. They usually eat other organisms to stay alive and grow. All animals are consumers. Some animals eat plants. They are called herbivores. Some animals eat other animals. They are called carnivores. Omnivores eat both plants and animals. Decomposers eat waste or dead organisms. When an animal eats food, it gets energy from the food. The energy moves from the food to the animal. The arrows in a food chain show how energy moves. For example, one food chain shows that energy comes from the Sun. Plants use this energy to make food. Rabbits eat plants. Owls eat the rabbits. Bacteria eat the owls when they die. On land, almost all food chains begin with plants. In the ocean, almost all food chains begin with plankton. Plankton are very small organisms that are like plants.

Energy Pyramids

There are many relationships in an ecosystem. A food chain shows only one chain. A food web can show more relationships. A food web combines many food chains. An energy pyramid shows how much energy there is at each level of a food chain. Look at the energy pyramid on pages 146–147 of your textbook. Producers are at the bottom. They have the most energy. As you go up from producers to herbivores and carnivores, the pyramid gets smaller. This shows that less energy flows through those levels. Why doesn't energy reach the next level? Some of the energy is used. For example, a rabbit gets energy by eating plants. When an owl eats the rabbit, only part of the plant's energy is still in the rabbit. The rest of the plant's energy did not disappear. It was turned into other kinds of energy. The rabbit used this energy to run, breathe, and think. These activities turned the food into the energy of body heat. This heat energy did not move to the next level of the energy pyramid.

*Cut and glue/tape
to the correct
category on the
provided chart

OCT. 13

		
		
		
		
Organisms that feed on plants or animals	Organisms that make their own food	Organisms that eat dead plants or animals and turns them into soil

Name: _____

Producer	Consumer	Decomposer

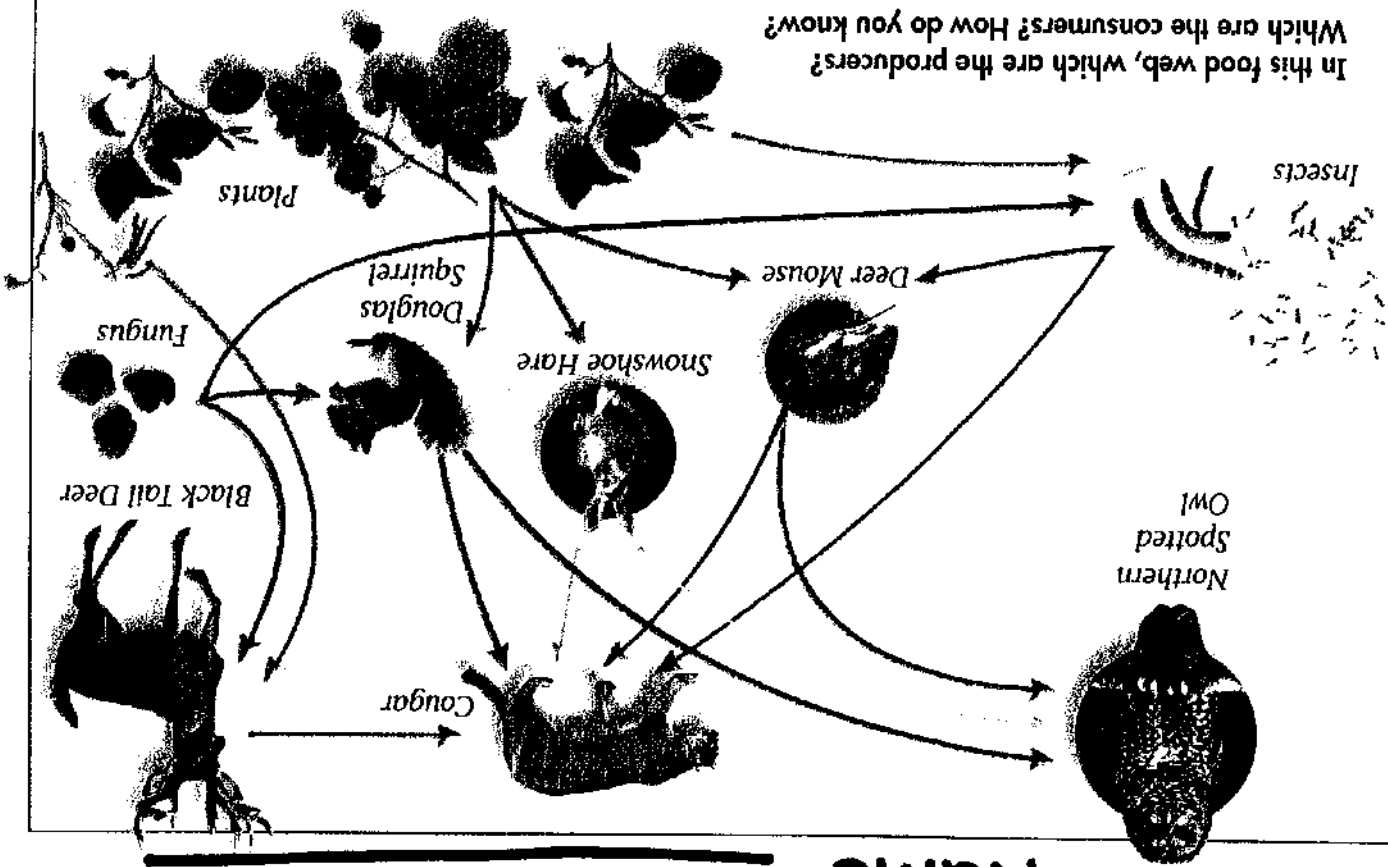
OCT 13

Herbivore	Carnivore	Consumer

*Directions: Find pictures (from magazines or internet) of 2 different animals that will fit into each category

OCT. 14

Name: _____



In this food web, which are the producers?
Which are the consumers? How do you know?

Food Chains and Food Webs

A food chain shows a single path that energy and nutrients can take through an ecosystem. In the food chains above, plants are producers. The plants use the Sun's energy to make their own food. In one food chain, energy and nutrients move to the snowshoe hare, which is an herbivore, and then to the spotted owl, which is a carnivore. Bacteria are one kind of decomposer in this food chain. Arrows in a food chain show how energy and nutrients move.

Sun → plants → snowshoe hare → spotted owl → bacteria

A food web is a system of overlapping food chains. In a food web, energy and nutrients can flow through many branches. As the food web on this page shows, most consumers eat many kinds of other organisms. A food web provides a more complete model of the complex way that energy and nutrients move in an ecosystem.

7. Circle the consumers in the food web diagram that eat the snowshoe hare.
8. Explain why a food web is a better model than a food chain for showing how energy and nutrients move in an ecosystem.

✓Checkpoint

October 15

Name: _____

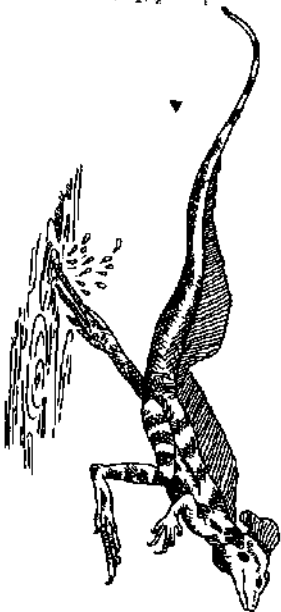
October 16

On Defense

What would you do if something big and hungry wanted to eat you? Some animals face this problem every day. They're called prey, and the animals that hunt them are some tricks pre

Run Fast

For some animals, speed is the best defense. The cheetah has a sleek body and powerful legs. Thanks to its speed, it can run a surface of water too!



Be a Copycat

Why does this fly look so much like a bee? Insect eaters know that bees sting. So if this fly can fool predators into thinking it's a stinging bee, it's better off. This kind of fake-out is called mimicry.



Blend In

What a predator can't see, it can't catch and eat. So in the winter, this snowshoe hare grows a white fur coat to match the snow. When the snow melts, the hare grows brown fur to match the bare ground. This kind of blending in is called camouflage.



Stand Out

Poisonous animals would rather be seen and remembered. This poison arrow frog's bright orange markings really stand out against a green leaf. The message? "I'm dangerous. Don't even try to eat me."



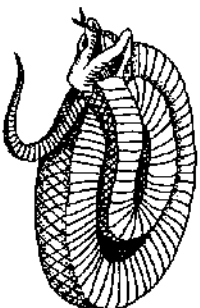
Look Big and Bad

These birds, in turn, are easy to larger predators, like owls. The owl takes advantage of this by flashing the two large eyespots on its wings. If the owl is in luck, the hungry bird will take the spots for glaring owl eyes and fly away.



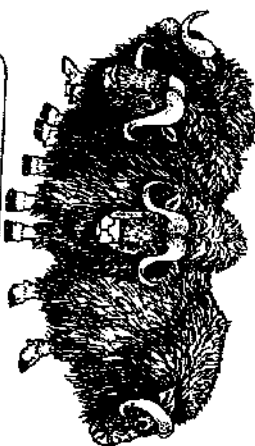
Suit Up

This armadillo is covered with thick, scaly plates that protect it like a suit of armor.



Play Dead

Some predators will only eat animals they catch alive. So when a hooded snake is threatened, it rolls over and pretends to be dead. Once the predator leaves, the snake flips back over and strikes safely away.



Team Up

Black oxen are huge and tough with large curly horns. But one ox by itself is still no match for a pack of hunting wolves. So the oxen travel in herds of 10 to 20. If wolves attack, the oxen form a circle, with their young safe in the center. Using this teamwork, the oxen can drive off the hungry wolves.



Fight Back

The African porcupine's back is covered with sharp spines. If a predator threatens, the porcupine can charge backward and give its attacker a nose full of needles.

On Defense

Across

1. The _____ is protected by a scaly suit of armor.
3. Animals that are hunted by other animals
7. The _____ drives away predators by playing dead.
10. Insect eaters know that _____ sting. So they might not try to catch a fly that looks like one.
11. _____ travel in herds for safety. If wolves attack, they form a circle with their young in the middle.
13. In the winter, a snowshoe hare has _____ fur.
14. An animal that hunts other animals

Down

2. When one animal protects itself by looking like a more dangerous animal, that's called _____.
4. For some animals, like basilisk lizards, _____ away is the best defense.
5. Many _____ animals are brightly colored so that predators see and remember them.
6. When an animal has a color or pattern that blends in with its environment, that's called _____.
8. The Io moth scares away birds by flashing its large _____.
9. An African porcupine defends itself using sharp _____ that cover its back.
12. If an Io moth is lucky, a hungry bird will be tricked into thinking that it's being attacked by an _____.

