RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning
LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables
Week 4

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

MATH

LEARNING MENU MATH & STEM

GRADE 5

★ = EVERYDAY ITEMS

1 ★

Math Monster Mult.

Math Monster Div.

7's Fact Practice

2

Mean, Median, Mode, Range

Math Antics Video: Mean, Mode, Range

Graph Your Run ★

3

Math Art Connection
Make a Tessellation!!

4

Math Boxes: Complete the math box page and share it with your teacher

Math Boxes 5-13

5

Weekly Esti-Mystery:

Daily Clue - Submit all estimates on Friday. Monday reveal!

6

Oregon Trail Activity
"Pack Your Wagon"

Read about what other pioneers took on their Oregon Trail journey. Then, pack your wagon but don't go over 2,400 lbs!

7

Paper-Pencil
Multiply Decimals Worksheet

Math Antics Video: Multiply Decimals, Go to minute 3:35

8

Science

Energy Transfer Video

Optional Energy Activity

9

Game Box
Play the game Fraction of on Everyday Math On-line on your ipad
Or
Fractions Using a Deck of Cards

10

Classifying Triangles

Triangles Video
Triangles.png
Classifying Triangles PDF

11 Imagine you have two identical balloons to inflate. Someone has put a quarter inside one of the balloons before filling it with air. What do you think will happen when you toss the balloons into the air? Click for more instructions.

12
Why do tightrope walkers often carry a long poll as they make their way across the rope? What is going on with gravity when a tightrope walker is walking across the rope? Click for more details.

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

1 Fill in the blanks with <, >, or = to make true number sentences.

a. $\frac{8}{10} * \frac{7}{8}$ _____ $\frac{8}{10}$

b. $\frac{6}{5} * 9$ _____ $1\frac{1}{5} * 9$

c. $1\frac{1}{12} * 76$ _____ 76

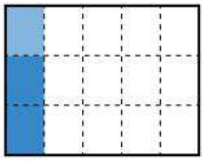
SRB 197–198

2 Solve. Show your work.

$12\frac{1}{2} - 1\frac{3}{4} =$ _____

SRB 177, 192–193

3 Write a multiplication number sentence that describes the shaded rectangle.



_____

SRB 201

4 The numbers below show the cost of a loaf of bread in different years between 1930 and 2008. Write the costs in order from least to greatest.

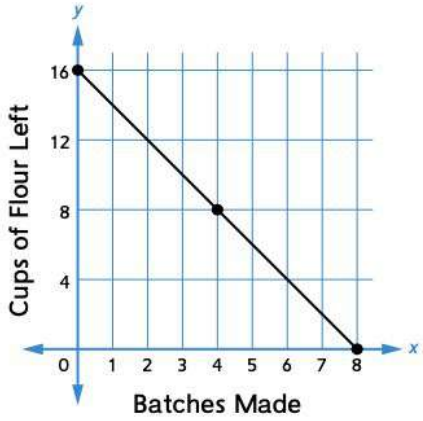
$0.09, $2.79, $0.70, $0.12, $0.25

_____, _____, _____,

_____, _____

SRB 122–123

5 The graph below shows how much flour Nigella has left after making batches of pancakes. How many cups of flour does she have left after making 6 batches of pancakes? _____ cups



SRB 55–56

6 $54.19 - 36.57 = ?$

_____
(estimate)

$54.19 - 36.57 =$ _____

SRB 128, 131–132

Name: _____

Multiplying Decimals

Multiplying decimals may seem like a daunting task at first, but once you learn how, you'll find that it's just like multiplying regular numbers! To multiply decimals, follow the steps below.

1. Multiply normally, ignoring the decimal points.
2. Place the decimal point in the answer in the correct spot.
   -It will have as many decimal places as the 2 original numbers combined.

Example: Multiply 0.03 by 11

1. Start with: **0.03 × 11**
2. Multiply without decimal points: **3 × 11 = 33**
3. 0.03 has 2 decimal places and 11 has no decimal places.
4. The total number of decimal places is 2.
5. Therefore, our answer has 2 decimal places: **0.33**

Solve the following multiplication problems. Write out all of the steps in your answers. Do not forget to count the number of decimals places in the original numbers and place the decimal point in your answer.

1) $\begin{array}{r} 2.4 \\ \times \quad 9 \\ \hline \end{array}$

2) $\begin{array}{r} 5.9 \\ \times \quad 12 \\ \hline \end{array}$

3) $\begin{array}{r} 6.4 \\ \times \quad 29 \\ \hline \end{array}$

6) $\begin{array}{r} .12 \\ \times \quad .2 \\ \hline \end{array}$

7) $\begin{array}{r} .10 \\ \times \quad .03 \\ \hline \end{array}$

8) $\begin{array}{r} 1.3 \\ \times \quad 3.4 \\ \hline \end{array}$

11) $\begin{array}{r} 11.4 \\ \times \quad 2 \\ \hline \end{array}$

12) $\begin{array}{r} 15 \\ \times \quad .29 \\ \hline \end{array}$

13) $\begin{array}{r} 1.21 \\ \times .295 \\ \hline \end{array}$

MATH BOX #8

GENERATIONGENIUS
STREAM. EDUCATE. ENTERTAIN.

DIY ACTIVITY

CREATE YOUR OWN S'MORES MAKER
GRADES 3-5

OBJECTIVES

- Build a device that transfers light energy to heat energy.
- Test the capabilities of the device and make improvements to the design.

MATERIALS NEEDED

- Box
- Foil
- Box knife
- Plastic wrap
- Black construction paper
- Scissors
- Tape
- Sunny day
- Graham crackers
- Chocolate bar
- Marshmallows

Activity Duration: One+ 45-minute class period

PROCEDURE

WATCH THE GENERATION GENIUS ENERGY TRANSFER VIDEO.

1. Tape the edges of the box closed. With adult supervision, use a box knife to cut a large door into one of the largest flat sides.
2. Line at least the top (inside of door) and bottom of the inside of the box with foil. You may need to use tape to secure it.
3. Place black construction paper on top of the foil on the bottom of the box. Make sure not to cover up all the foil.
4. Construct a s'more by placing a few squares of chocolate and a marshmallow between two halves of a graham cracker. Place the s'more on the construction paper.
5. Cover the opening made by the door with plastic wrap.
6. Place the box in the sun.
7. Later, remove the s'more from the box. The chocolate should have melted. Eat the s'more!

WHAT IS GOING ON HERE?

Light from the sun enters the foil-lined, plastic wrap-covered box. It is then converted to heat that melts the chocolate.

FURTHER EXPLORATION

Will your solar-powered oven convert enough light into heat energy to cook other things? Use a thermometer to measure how hot your oven gets. See whether you can find a recipe that can cook at temperatures your oven reaches. If it doesn't get hot enough, what adjustments could you make to increase the heat?

Exit Ticket

Level 1

What is the definition of energy?

Level 2

List 2 things that convert motion energy into electrical energy.

Level 3

Describe an example for each of the following. Energy transfer by heat, light and sound.

MATH BOX #9

Name: _____

FRACTION REVIEW WITH A DECK OF CARDS

Note: Either remove the face cards (Jack, Queen, King, and Ace) or assign them the following values: Jack, Queen, King = 10 and Ace = 11 or 1 (player's choice).

SIMPLIFYING FRACTIONS

Using two cards, create a proper fraction (Example: If your cards are 4 and 1, you would have 1/4).). Determine if the fraction is in simplest form. If not, simplify it.

IMPROPER FRACTIONS

Using two cards, create an improper fraction. For example, if your cards are 3 and 4, you would have 4/3. Convert the improper fraction to a mixed number.

MIXED NUMBERS

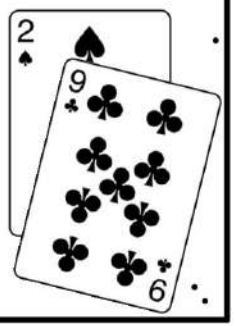
Using three cards, create a mixed number. For example, if your cards are 1, 4, and 3, you could make 4 ¾). Convert the mixed number to an improper fraction.

ADDING AND SUBTRACTING FRACTIONS

Using four cards, create two proper fractions. For example, if your cards are 1, 4, 6, and 3, you could make 1/6 and 3/4). Add the fractions. Then, subtract the smaller fraction from the larger fraction.

COMPARING FRACTIONS

Using four cards, create two proper fractions. For example, if your cards are 8, 4, 1, and 2, you could make 1/8 and 2/4). Compare the fractions using <, >, or =.



MULTIPLYING FRACTIONS

Using four cards, create two proper fractions. For example, if your cards are 1, 4, 2, and 3, you could make 1/2 and 3/4). Multiply the fractions.

PARTNER GAMES

Note: Either remove the face cards (Jack, Queen, King, and Ace) or assign them the following values: Jack, Queen, King = 10 and Ace = 11 or 1 (player's choice).

FRACTION WAR:

Deal the entire deck out evenly to each player. Each player turns over 2 cards at once and tries to make the largest fraction. For example, if your cards are 5 and 3, you could make 3/5 or 5/3. The player with the largest fraction wins the round and gets a point.

MULTIPLICATION WAR:

Deal the entire deck out evenly to each player. Each player turns over 2 cards at once and multiplies them together. The player with the largest product wins the round and gets a point.

ADVANCED MULTIPLICATION WAR:

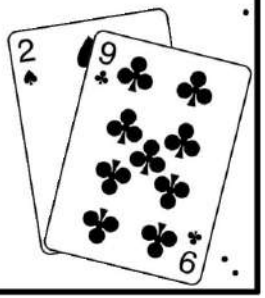
Deal the entire deck out evenly to each player. Each player turns over 3 cards at once and multiplies all three together. The player with the largest product wins the round and gets a point.

NUMBER WAR:

Use only the 1-9 cards for this game. Deal out seven cards to each player. Each player will arrange the cards to create the largest number possible. The player with the largest number wins the round and gets a point.

OPERATION WAR:

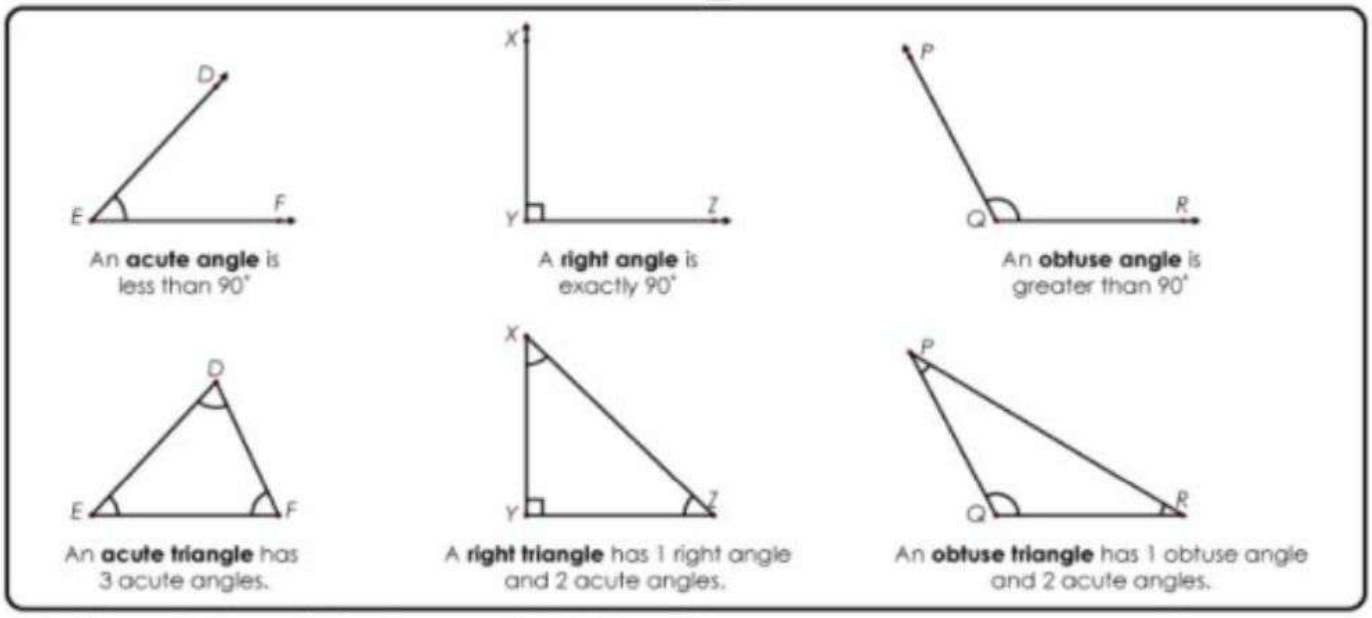
Each player turns over 3 cards and may do whichever operations they wish with the three numbers. The player with the greatest answer wins the round and gets a point.



Name: _____

M.5-10

Triangles

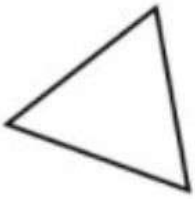


Identify each type of triangle as **acute**, **right** or **obtuse**.

a.

_____

b.



_____

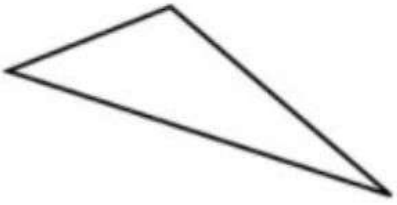
c.

_____

d.

_____

e.



_____

f.

_____

Name: _____

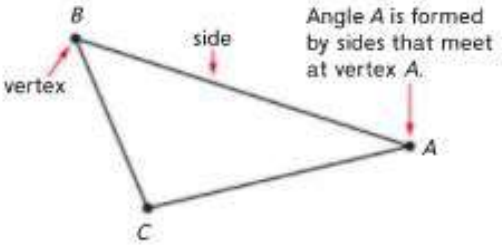
M.5-10

Triangles

Triangles have fewer sides and angles than any other polygon. The prefix *tri-* means *three*. All triangles have three vertices, three sides, and three angles.

For the triangle shown here:

- The vertices are the points *B*, *C*, and *A*.
- The sides are $\overline{BC}$, $\overline{BA}$, and $\overline{CA}$.
- The angles are $\angle B$, $\angle C$, and $\angle A$.



The symbol for triangle is $\triangle$. Triangles have three-letter names. You name a triangle by listing each letter name for the vertices in order. The triangle above has six possible names: $\triangle BCA$, $\triangle BAC$, $\triangle CAB$, $\triangle CBA$, $\triangle ABC$, and $\triangle ACB$.

Triangles may be classified according to the length of their sides and angle measures.

A **scalene triangle** is a triangle with sides that all have different lengths and angles that all have different measures.

An **isosceles triangle** is a triangle that has at least two sides that have the same length and two angles that have the same measure.

An **equilateral triangle** is a triangle with sides that all have the same lengths and angles that all have the same measure.

A **right triangle** is a triangle that contains one right angle (an angle that measures 90°). In a right triangle, the sides that form the right angle are perpendicular to each other. Right triangles have many different shapes and sizes.

Is an equilateral triangle also an isosceles triangle? Why or why not?

Some right triangles are scalene triangles, and some right triangles are isosceles triangles. But a right triangle cannot be an equilateral triangle because the side opposite the right angle is always longer than each of the other sides.

Check Your Understanding

1. Draw and label an equilateral triangle named $\triangle DEF$. Write the five other possible names for this triangle.
2. Draw an isosceles triangle.
3. Draw a right scalene triangle.

Check your answers in the Answer Key.

Name: _____

M.5-11

MATH BOX #11

Imagine you have two identical balloons to inflate. Someone has put a quarter inside one of the balloons before filling it with air. What do you think will happen when you toss the balloons into the air and tap them around with your hands to keep them afloat? Use words and pictures to describe how you think the balloons will move as they get tossed around in the air. Watch this 3 minute clip to find out more. How does this compare to what you predicted would happen? Explain to someone else what's going on with the balloon's motion.

https://safeYouTube.net/w/aKo8

Name: _____

M.5-12

MATH BOX #12

Why do tightrope walkers often carry a long poll as they make their way across the rope? What is going on with gravity when a tightrope walker is walking across the rope? Use words and pictures to show how you think gravity is working in the case of the tightrope walker. Be sure to include the long pole in your picture. Try your own tightrope experiment by walking along the top of a log, curb or thin beam first with your arms at your sides and then with your arms out to your sides. Describe what happens in your experiment and how this relates to the tightrope walker carrying a pole. If you'd like to find out more, check out this Wonderopolis Wonder of the Day #1779: Can You Walk the Tightrope?

bit.ly/427box12

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

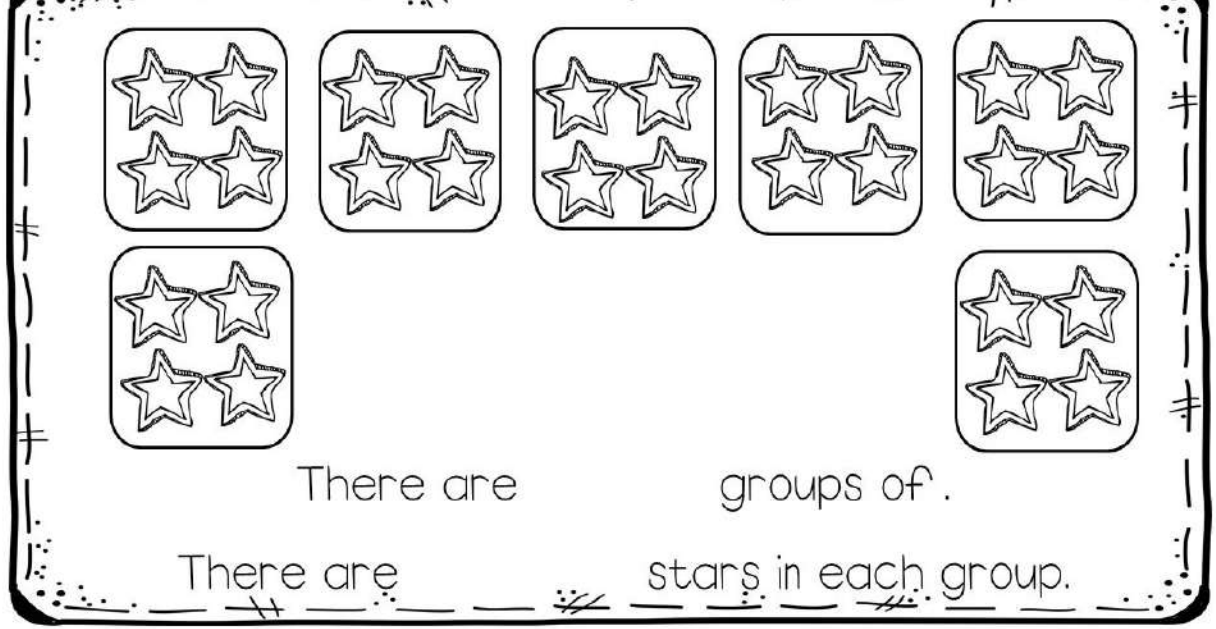
Drag the circles to the hundreds chart to show how to skip count by 4s seven times.

Use Xs to Represent an Array

7 x 4 = ____

Rewrite using the commutative property.

Model and solve with repeated addition.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

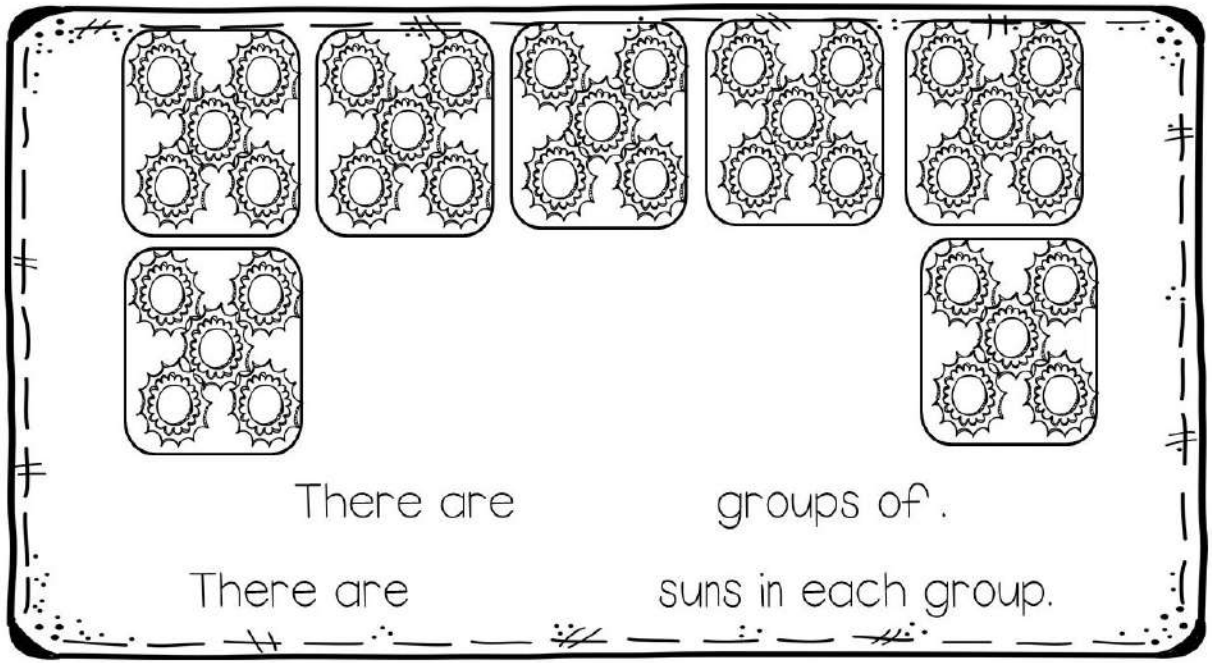
Drag the circles to the hundreds chart to show how to skip count by 5s seven times.

Use Xs to Represent an Array

7x5=

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are suns in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

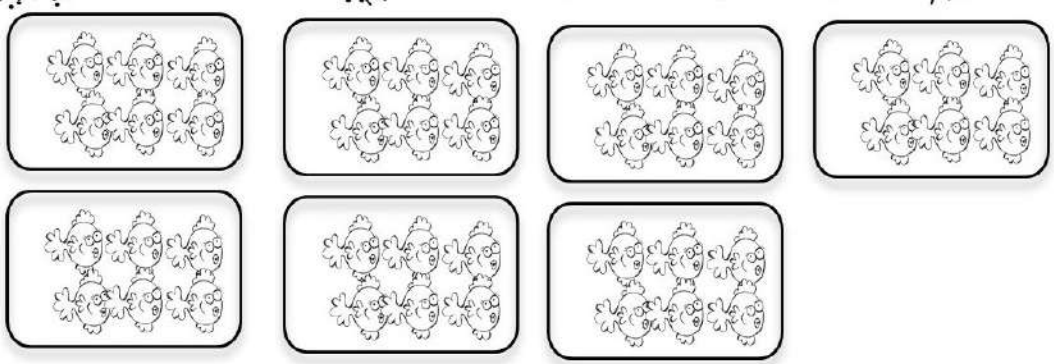
Drag the circles to the hundreds chart to show how to skip count by 6s seven times.

Use Xs to Represent an Array

7x6=____

Rewrite using the commutative property.

Model and solve with repeated addition.



There are ____ groups of ____.

There are ____ fish in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

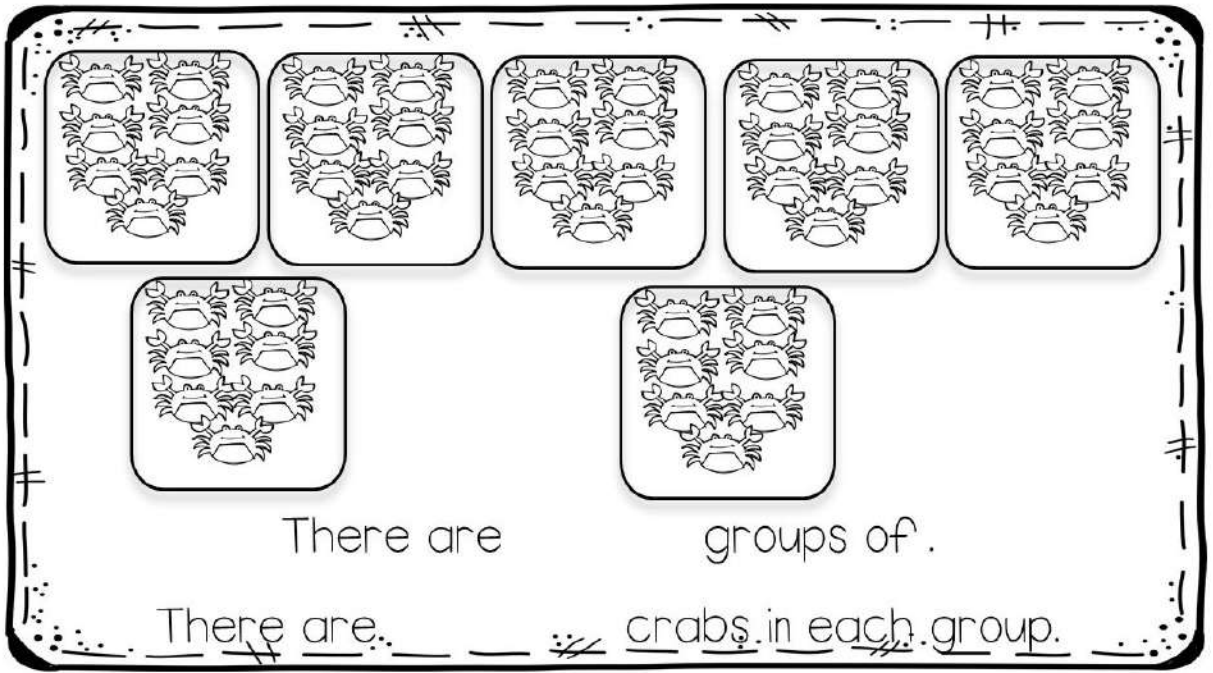
Drag the circles to the hundreds chart to show how to skip count by 7s seven times.

Use Xs to Represent an Array

7x7=____

Rewrite using the commutative property.

Model and solve with repeated addition.



There are ____ groups of ____.

There are ____ crabs in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

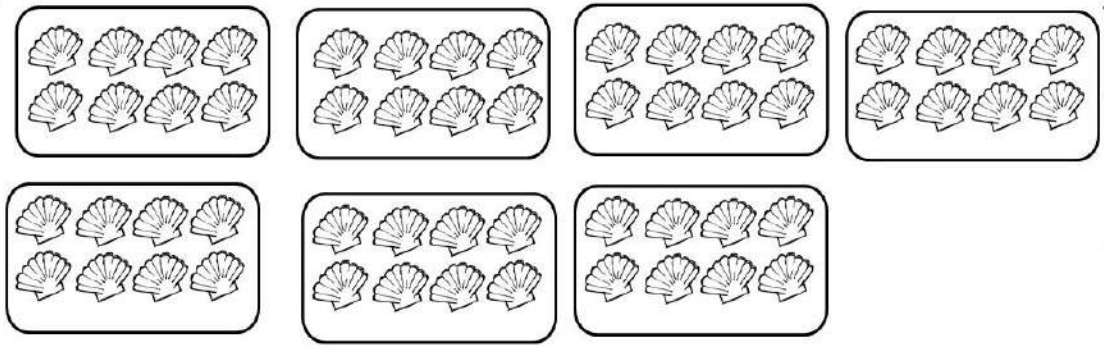
Drag the circles to the hundreds chart to show how to skip count by 8s seven times.

Use Xs to Represent an Array

7×8=___

Rewrite using the commutative property.

Model and solve with repeated addition.



There are ____ groups of ____.

There are ____ shells in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

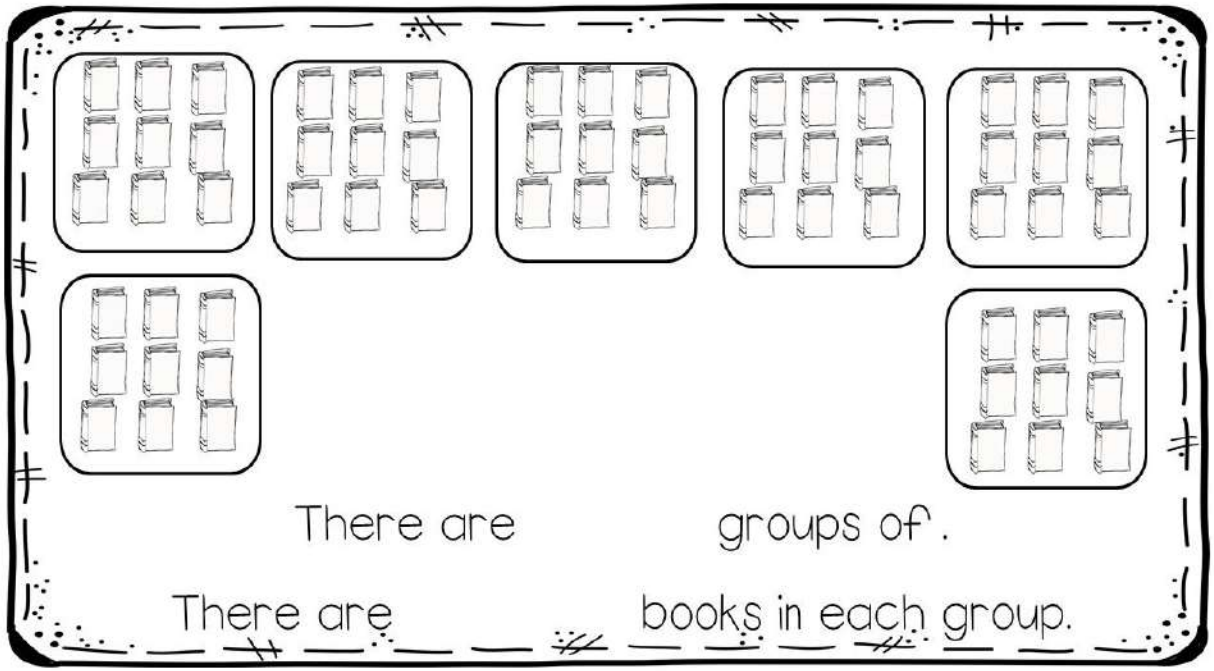
Drag the circles to the hundreds chart to show how to skip count by 9s seven times.

Use Xs to Represent an Array

7 x 9 = ___

Rewrite using the commutative property.

Model and solve with repeated addition.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

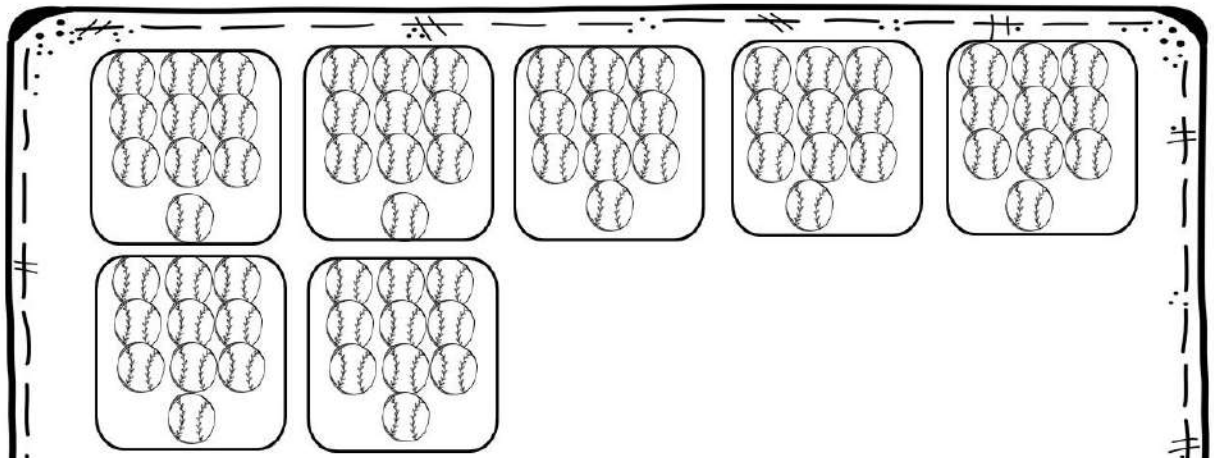
Drag the circles to the hundreds chart to show how to skip count by 10s seven times.

Use Xs to Represent an Array

7 x 10 = ____

Rewrite using the commutative property.

Model and solve with repeated addition.



There are ____ groups of ____.

There are ____ baseballs in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

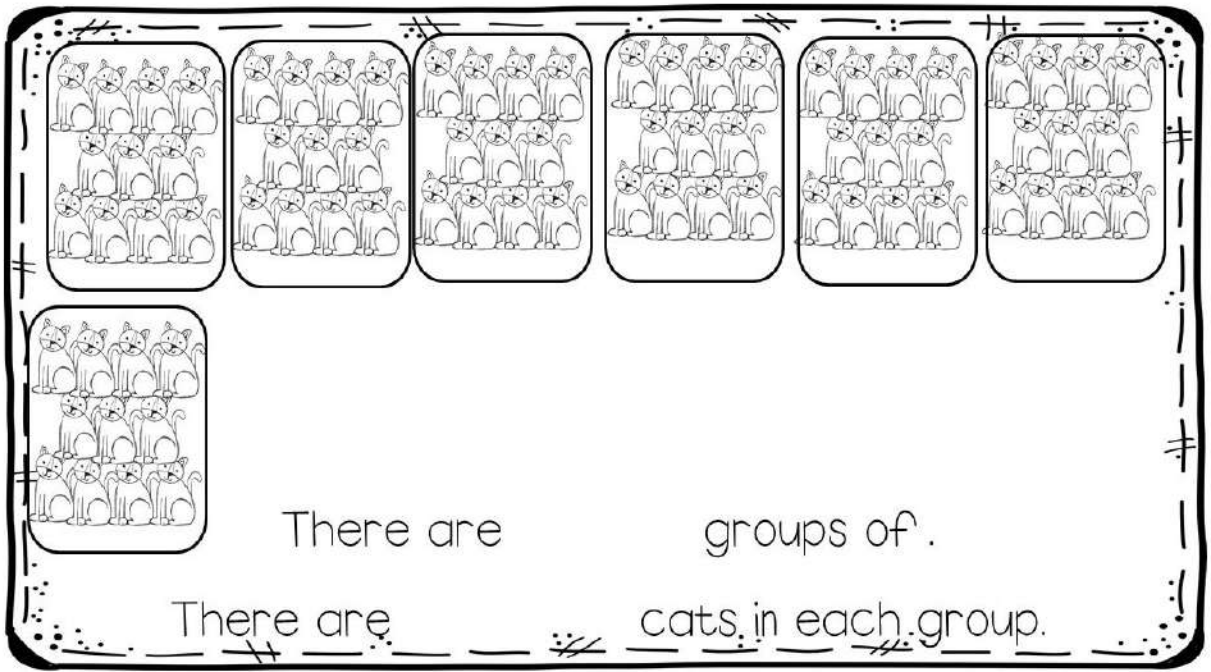
Drag the circles to the hundreds chart to show how to skip count by 11s seven times.

Use Xs to Represent an Array

7x11=

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are cats in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

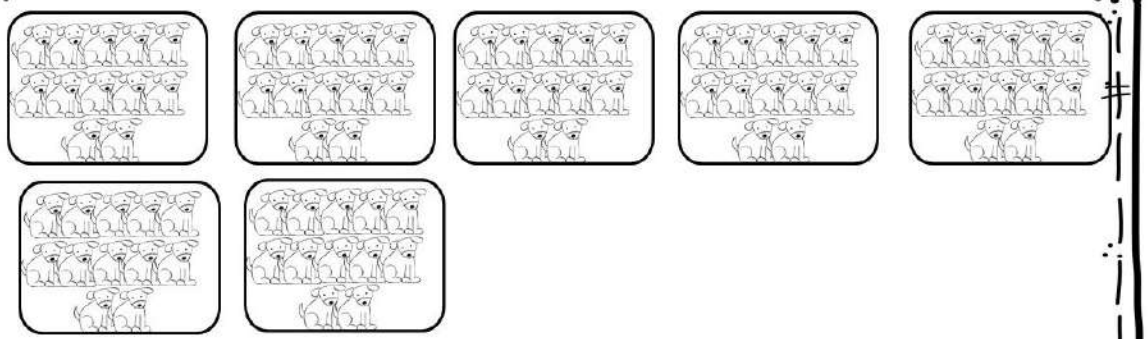
Drag the circles to the hundreds chart to show how to skip count by 12s seven times.

Use Xs to Represent an Array

7 x 12 = ___

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are dogs in each group.

I know my 7 facts!

7x4=	7x3=	7x12=
7x9=	7x6=	7x8=
7x1=	7x1=	7x6=
7x12=	7x7=	7x4=
7x5=	7x4=	7x5=
7x8=	7x11=	7x3=
7x10=	7x9=	7x5=
7x2=	7x8=	7x7=
7x11=	7x12=	7x9=

Graph Your Run

1. Time yourself moving outside around your house at 5 different times throughout the day. You can run, walk, skip, dance, bike, or use any other active way you like. Travel all the way around your house or from one end of your driveway and back again or any distance of your yard that feels right for you. Travel the same distance each time.

2. Find the MEAN (average) of your times for the day by adding them together and dividing the total by the number of days.

3. Keep a list of those times and averages for 5 days.

4. Graph your MEAN times for the week to compare your days.

5. Find the MODE of your week by looking at the time that happened the most on your graph.

6. Find the MEDIAN of your week by putting your totals in a row from the shortest to longest then finding the exact middle.

7. Find the RANGE by calculating the difference between your shortest and longest time.

1. Time yourself moving outside around your house at 5 different times throughout the day. You can run, walk, skip, dance, bike, or use any other active way you like. Travel all the way around your house or from one end of your driveway and back again or any distance of your yard that feels right for you. Travel the same distance each time.

2. Find the MEAN (average) of your times for the day by adding them together and dividing the total by the number of days.

Day 1

Lap	Time of day (Ex. 9:30 am)	Activity (Ex: Running)	Time (Ex: 33 seconds)
1			
2			
3			
4			
5			

*Average your times by adding them together and dividing by 5.
MEAN time (Ex: 33 + 31 + 32 + 33 + 34 = 163 seconds. 163 divided by 5 = 32 ⅝ mean time):

Day 2:

Lap	Time of day (Ex. 9:30 am)	Activity (Ex: Running)	Time (Ex: 33 seconds)
1			
2			
3			
4			
5			

*Average your times by adding them together and dividing by 5. MEAN time:

Day 3:

Lap	Time of day (Ex. 9:30 am)	Activity (Ex: Running)	Time (Ex: 33 seconds)
1			
2			
3			
4			
5			

*Average your times by adding them together and dividing by 5.
MEAN time (Ex: 33 + 31 + 32 + 33 + 34 = 163 seconds. 163 divided by 5 = 32 ⅗ seconds mean time):

Day 4:

Lap	Time of day (Ex. 9:30 am)	Activity (Ex: Running)	Time (Ex: 33 seconds)
1			
2			
3			
4			
5			

*Average your times by adding them together and dividing by 5.
MEAN time (Ex: 33 + 31 + 32 + 33 + 34 = 163 seconds. 163 divided by 5 = 32 ⅗ seconds mean time):

Day 5:

Lap	Time of day (Ex. 9:30 am)	Activity (Ex: Running)	Time (Ex: 33 seconds)
1			
2			
3			
4			
5			

*Average your times by adding them together and dividing by 5.
MEAN time (Ex: 33 + 31 + 32 + 33 + 34 = 163 seconds. 163 divided by 5 = 32 ⅗ seconds mean time):

READING MATERIAL

Read About Energy Transfer

DEFINITION OF ENERGY TRANSFER

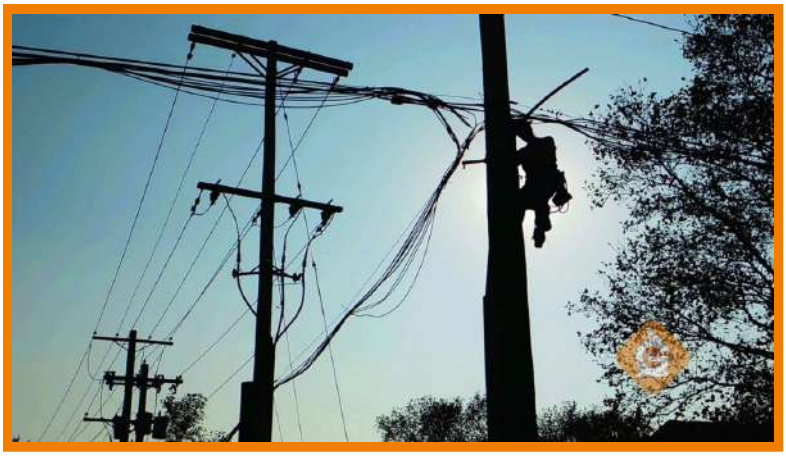
Energy is the ability to do work, or in more simple terms: energy makes things happen. You use energy to ride your bike, play video games, bake cookies, and drive to school. Energy is exciting! Energy can be transferred from one object to another, and energy can be transferred into different forms, such as light, sound, and heat.

To better under how energy transfer works...

LET'S BREAK IT DOWN!

What is energy?

Energy is the ability to do work. There are many different kinds of energy, such as light, sound, and heat.
We need energy for our homes to power lights, refrigerators, air conditioners, and computers. We use energy when we drive cars or pedal a bike. We power our devices with energy stored in batteries. Even sleeping requires energy!



Energy moves and changes form.

Energy transfer takes place when energy moves from one place to another. Energy can move from one object to another, like when the energy from your moving foot is transferred to a soccer ball, or energy can change from one form to another.

When energy in a battery is used to power an electronic device, chemical energy is transformed into electrical energy, which moves along wires.

Three more ways energy can be transferred are through light, sound, and heat.

Energy can be transferred as light.

Light energy is the only form of energy we can see. Light from the sun helps plants grow and makes food for us to enjoy. The sun's energy also powers solar cells, which can be used to create electricity.

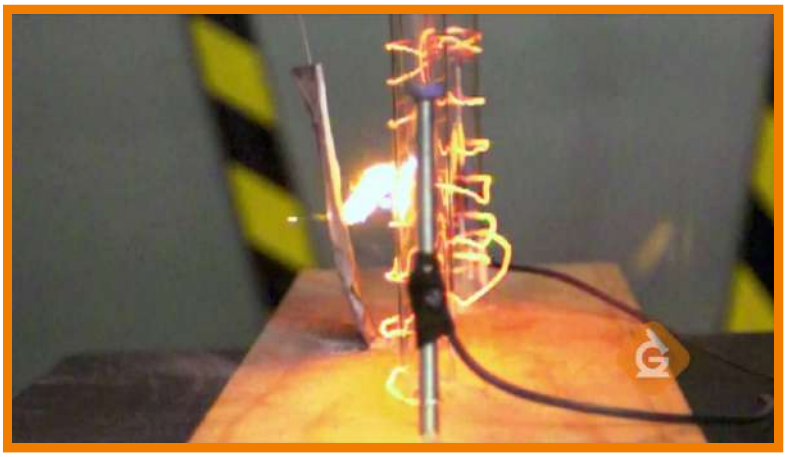
Light bulbs can also transfer energy, just like in the video when the light bulb's energy powered the singing fish. The light energy moves through space until it encounters a solar cell. The solar cell converts it to electrical energy, which powers the singing fish.

Energy can be transferred as sound.

Have you ever felt sound? Loud concerts or even marching bands can sometimes produce enough energy that you can feel the vibrations in your body.

Sound energy is transferred when a sound wave travels from its source, like a drum, to another object. If the sound is loud enough, the waves will create very intense vibrations that you can feel in your chest.

Energy can be transferred as heat.



When you sit by a campfire, you can feel the heat warm your body. The heat from the burning wood is transferred to your marshmallow, causing it to get soft and gooey. Perfect for your s'mores!

Heat can move from warm objects to cool objects, just like in the video when the heat from the wires made the paper ignite.

ENERGY TRANSFER EXAMPLES

Humans and other animals use sound energy to communicate. When you speak, you create sound waves that travel through the air. When the sound wave reaches the ears of someone nearby, their brain is able to translate the sound waves into words.

The sun is not the only source of light. Light bulbs and candles also produce light, and so do some living things such as fireflies. Light energy powers most things in nature because plants use light energy to grow, and then most animals get their energy from eating plants.

The sun's energy can be transferred to make s'mores. The DIY activity with Zoe shows you how to make your own s'more maker without electricity. It relies on energy transfer from the sun. Yum.

ENERGY TRANSFER VOCABULARY

Energy	It makes things happen! (Or more formally: the ability to do work)
Energy Transfer	Energy being moved from place to place.
Generator	Changes energy from one form to another.
Batteries	Store energy and change it from one form to another.
Solar Cell	Converts energy of sunlight into electrical energy.

Background

This activity is about choices that need to be made in planning a venture.

The venture here is the Oregon Trail Journey undertaken by pioneers in the 1840's through 1860's. They were migrating to the western part of the continent for many different reasons, but most wanted new opportunities and to change their lives for the better.

Basics of Life on the Trail

- Thousands of people traveled each year from May to October going west about 15 miles per day.
- There were no hotels; they were camping the entire way.
- There were no grocery stores or supply stores – the Trail passed by a few trading posts, and there were a few opportunities to trade with Native Americans, but mostly you had to pack all your food and supplies for the family in a wagon. You might be able to do a little trading, hunting, or gathering along the way.
- The pioneers had to be outdoors in all kinds of weather.
- They were leaving old homes behind, and they would have to build new homes when they arrived in Oregon in the fall. Many knew they would never see friends and family ever again.
- Pioneers had to take care of health and safety themselves, although others in a wagon train might help.
- Pioneers did not know for certain if they would be able to buy tools and supplies for their new life when they arrived in Oregon.
- There was not much for entertainment – maybe reading, music, visiting with friends, games.
- Pioneers had to be creative and adaptable in finding solutions to their problems.

You are going to fill out a list of what to take, and what to leave. The list has several items to consider, but you are limited by how much you can take total.
(See Activity, Page 5)

What to Take?

Here are some writings about supplies that people used on the Oregon Trail. They are primary sources of information, as they were written by people who actually lived during that time, and experienced the Oregon Trail. These are printed as written by the pioneers, and you may notice the spelling and grammar is sometimes confusing!

"Father built a large box in the home-made wagon and put in a lot of dried buffalo meat and pickled pork. He had made over a hundred pounds of maple sugar which we took along instead of loaf sugar. He also took along plenty of corn meal….He laid in a plentiful supply of home twist tobacco. Father chewed it and Mother smoked it…in an old corn-cob pipe."

Benjamin Bonney, who traveled the trail at age 7 in 1845, and wrote this memory of the trip years later when he had grown up.

"June 21st, 1852… to day five men direct from oregon they gave us the privelage of writing home last night we had music and dancing it makes it seem quite like home to hear the Accordian which Cecelia plays most every evenings…"

Diaryof Parthenia Blank , pioneer to Oregon

"through all the winter preceding the April morning when the final start was made, the fingers of the women and girls were busy providing additional stores of bedding and blankets, of stockings and sunbonnets, of hickory shirts and gingham aprons that the family might be equipped for the trip, and not left destitute in case of failure to reach the goal in season, or of opportunity to replenish the stores from the meager and high-priced stocks of a new country. "

Catherine Scott Coburn who traveled the Oregon Trail at age 13 in 1852, and wrote this memory in 1890 when she was 51 years old.

"our outfit consisted of two yoke of oxen costing $117.50, a wagon costing about $80.00, our bedding consisting of buffalo robes and blankets, about 600 pounds of provisions, consisting of sacks of flour, one barrel of hardtack, a few boxes of Boston biscuit, some bacon, coffee, sugar, dried apples, etc. cooking utensils, two revolvers and a rifle."

William Smedley, a pioneer to Oregon in 1862 who traveled with companions David Culp and James Hall. James had made the trip across the plains about a decade earlier, and lived in California for many years. Smedley wrote this in 1911.

Mr. Sawyer bought his wagon and two mules and some of the supplies which we would need on our long and tedious journey across the western plains, in Louisville. He bought two more mules, and the steamer stopped at his father's farm in Hancock county, Ky., to take these animals aboard. At St. Louis we changed on to a small Missouri-river steamboat, and came up that river to St. Joseph. Here it was necessary to lay in the remainder of our supplies, so Mr. Sawyer bought a single-horse carriage for my use and one more mule…
This is not the first trip for Mr. Sawyer. He was in the great California rush of '49, and went over with a large pack train. In this train was one wagon loaded with medicine, to be used in case of sickness. He drove this wagon all the way himself,… He knows just what we will need on this trip and has made his purchases accordingly.

Diary of Francis Sawyer, 21 when she crossed the plains with her husband Thomas Sawyer. They started for Oregon, but changed their minds while on the trip and went to California.

Pack Your Wagon

Take no more than 2,400 lbs. with you, stacked no higher than the sides of the wagon

you'll need this much food a family of four…

FOOD SUPPLY:

Item	Weight (in Lbs.)	Lbs. Packed
Apple Vinegar	25	
Bacon	400	
Beans	200	
Coffee	80	
Dried Apples	80	
Flour	500	
Hardtack	200	
Lard	200	
Salt	50	
Sugar	40	
Rice	200	
Water	100	
Whiskey	40	
	Subtotal:	

DRY GOODS AND SUNDRIES:

Item	Weight (in Lbs.)	Lbs. Packed
Bedroll	15	
Blacksmithing Tools	200	
Books	75	
Medicine	10	
Cast Iron Stove	300	
Chair	20	
Cookware & Eating Utensils	75	
Granny's Clock	15	
Gun Making Tools	200	
Keepsakes	40	
Lead Shot	25	
Mirror	15	
Gunpowder	80	
Tent & Gear	150	
Tools	50	
Toys	15	
	Subtotal:	

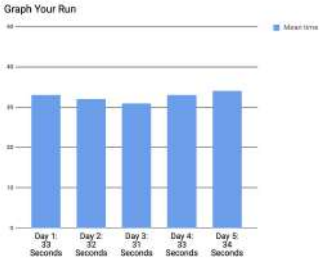
TOTAL WEIGHT OF YOUR PACKED WAGON:

(must be 2,400 lbs. or less)

If you packed all of these items in your wagon, it would weigh 3,400 pounds!
Can you afford to take a second wagon?

3. Make a **graph to show your MEAN TIMES for the week on a separate paper or Google Sheet. Upload a picture of the graph here.**

Example:



4. Find the MODE of your week by looking at the time that happened the most on your graph.
   Example: Using the numbers 33 + 31 + 32 + 33 + 34, the MODE is: 33 because it occurs 2 times and all other numbers only occur one time.

Your MEAN numbers:

Your MODE number (happened most):

5. Find the MEDIAN of your week by putting your totals in a row from the shortest to longest then finding the exact middle.
   Example: First, put the numbers 33 + 31 + 32 + 33 + 34 in order from shortest to longest = 31, 32, 33, 33, 34. Next, Find the exact middle of the 5 numbers. The MEDIAN (or middle) of this set of numbers is 33 because there are 2 on each side.

Your MEAN numbers in order from shortest to longest time:

Your MEDIAN number (Exact middle):

6. Find the RANGE by calculating the difference between your shortest and longest time.
   Example: First, put the numbers 33 + 31 + 32 + 33 + 34 in order from shortest to longest time = 31, 32, 33, 33, 34. Next, find the difference. The RANGE is 34 - 31 = 3 seconds.

Your MEAN numbers in order from shortest to longest time:

The RANGE of your numbers (Difference):

_____ - _____ = _____.

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

LITERACY

LEARNING MENU LITERACY

GRADE 5

★ = **EVERYDAY ITEMS**

1 ★

*This is a MUST do!

Read to yourself (or someone else) for 20- 30 minutes or more daily.

2 Raz Kids, NewsELA, DK Kids, Scholastic, Epic! or Reading Plus- Choose a book/story and answer the questions after you read. Choose this at least once a week. (If no questions are available, write a summary of what you read.)

3

Listen to a story/book read by your teacher, librarian, or your grown-up. Your teacher will discuss this box with you!

4 ***This is a MUST do!**

Westward Expansion Project

Follow the steps on the google doc to create a project based on Westward Expansion!

This will take several days to complete.

5 Oregon Trail -The Great Migration: This is 3 pages! Look at the map of the Oregon Trail. Read through the timeline (1-15). Complete the written reflection. Use evidence from the text to support your reflection.

6 DBQ 7: Use what you have learned over the last few weeks to write a letter about what life was like on the plains. Use your knowledge and previous assignments to help you add details to your letter. You can review your work in Google Drive or in SeeSaw. Example of a quality letter is provided.

7 Keep a journal of your social distancing. Write in it what you do everyday. Detail how your day is different with remote learning and social distancing at home than before. Describe the events sequencing your day. (School time, family time, free time, etc.)

8

Virtual Field Trip: Ellis Island

(tinyurl.com/RSU57Ellis)

Share your thoughts about this experience.

9

Word Work

5th Grade Language Arts IXL
W.4, W.5. W.6
Greek & Latin Roots -

10

Ellis Island Reading: Read the article about Ellis Island, use the information in the text to help you answer the questions that follow.
Ellis Island Photos & Info
tinyurl.com/RSU57EllisPhoto

11 **Writing prompt**: Story Starter Spin Wheel
Pick a genre and then use the story starter to create a crazy writing prompt for you. Have fun and be creative! If you are working from paper copies you may create a free-write of your own (I think my neighbor is a mad scientist, I think my dog/cat can talk!)

12

Writing Prompt: Time Capsule
Watch the video and create your own Time Capsule!
safeyoutube.net/w/1V47

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name _____

A. Understand Words

Directions: Write the vocabulary word for each definition below.

_____ 1. not thinking clearly; not able to use reason or good judgment
_____ 2. an outdated system of sending messages over long distances by using wires and electrical signals
_____ 3. not normal or usual; not following the usual rules about what should be done; not regular in form or shape
_____ 4. not present or real; not existing
_____ 5. not involving words; not able to speak
_____ 6. the signature of a famous person
_____ 7. a part of a piece of writing that deals with one subject, begins on a new line, and is made up of one or more sentences
_____ 8. not important or relating to what is being discussed right now
_____ 9. pictures or words painted or drawn on a wall, building, etc.
_____ 10. a shiny, black substance that is used in pencils

B. Rewrite Definitions

Directions: Reread the definitions and sentence examples for each word. Then, write your own definition for each word that contains *no more than five* words **and** uses the root or prefix meaning as part of the definition. An example is done for you.

11. autograph: write your own name
12. graffiti: _____
13. graphite: _____
14. paragraph: _____
15. telegraph: _____
16. irrational: _____
17. irregular: _____
18. irrelevant: _____
19. nonexistent: _____
20. nonverbal: _____

Name _____

A. Crossword Puzzle

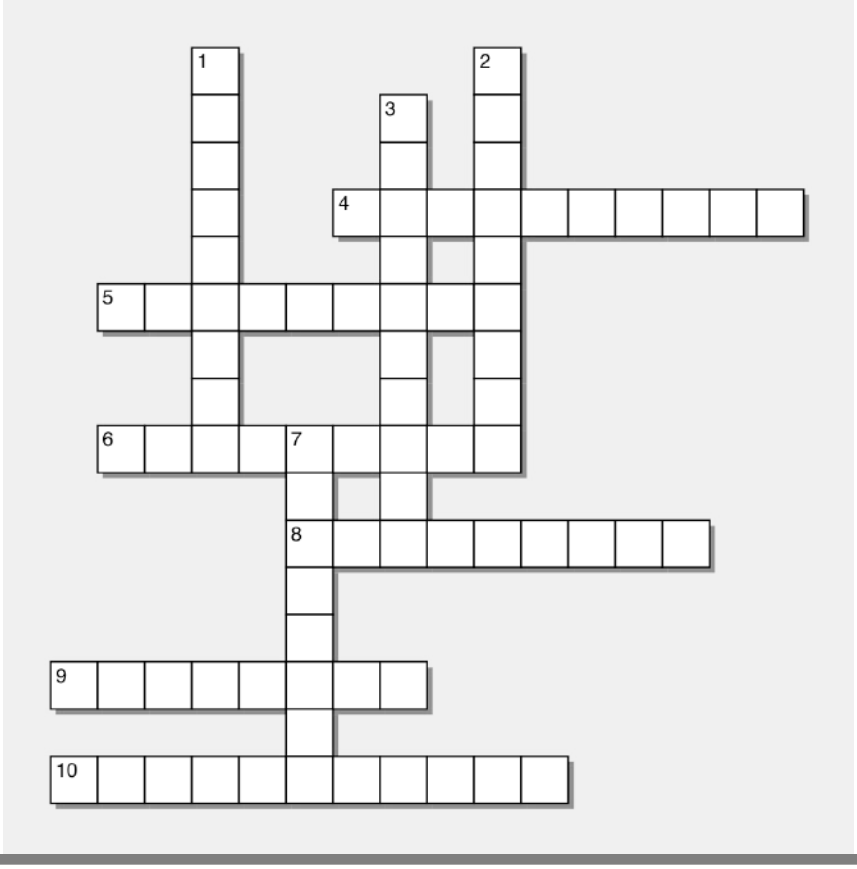
Directions: Read the abbreviated definitions and complete the puzzle.

Across

4) lack of judgment
5) not normal
6) messages
8) signature
9) black substance
10) not real

Down

1) without words
2) sentences
3) not important
7) painted on



B. Which Word Does Not Belong?

Directions: Choose the word that is not related to the vocabulary word given.

11. autograph	a. write	b. signature	c. famous	d. message
12. graffiti	a. picture	b. painted	c. subject	d. building
13. graphite	a. substance	b. ink	c. black	d. pencil
14. paragraph	a. electrical	b. essay	c. subject	d. line
15. telegraph	a. signal	b. zoo	c. message	d. distance

C. Synonyms or Antonyms?

Directions: Read the words and decide if they are synonyms or antonyms.

16. irrational/logical	a. synonyms	b. antonyms
17. irregular/abnormal	a. synonyms	b. antonyms
18. irrelevant/unimportant	a. synonyms	b. antonyms
19. nonexistent/occurring	a. synonyms	b. antonyms
20. nonverbal/vocal	a. synonyms	b. antonyms

C. Synonyms

Directions: Choose the synonym for each word below.

16. paragraph	a. word	b. passage	c. pencil	d. write
17. autograph	a. drawing	b. seal	c. signature	d. photo
18. irrelevant	a. meaningful	b. necessary	c. important	d. inappropriate
19. graphite	a. liquid	b. metal	c. replica	d. copy
20. graffiti	a. defacement	b. autograph	c. photography	d. appropriate

D. Fill in the Blank Sentences

Directions: Read each sentence and choose the word that best fits the sentence.

21. Instead of following a schedule, the broken bell rang at _____ intervals.
    a. irrational b. irregular c. irrelevant d. nonexistent

22. My favorite author is sending me a copy of her latest book with her _____ in the front cover!
    a. autograph b. graffiti c. paragraph d. telegraph

23. The artist drew with a charcoal pencil because its mark was different from that of a _____ pencil.
    a. graffiti b. paragraph c. graphite d. telegraph

24. The class was able to distract the teacher with a subject that was completely _____.
    a. irrelevant b. irrational c. nonexistent d. nonverbal

25. The janitor painted over the bathroom walls that were covered in _____.
    a. autographs b. graffiti c. paragraphs d. telegraphs

26. Which _____ contains the thesis statement?
    a. graphite b. paragraph c. telegraph d. graffiti

27. We returned from our week-long vacation to find the family dog frantic and behaving in a manner that was _____.
    a. irrational b. irrelevant c. nonexistent d. nonverbal

28. I loathe sports; my knowledge of anything baseball-related is _____.
    a. irrelevant b. irregular c. nonverbal d. nonexistent

29. I tried explaining to my grandfather that a text was like an automatic _____.
    a. paragraph b. graffiti c. telegraph d. autograph

30. Even though I wanted to voice my concerns, I remained _____.
    a. nonverbal b. nonexistent c. irregular d. irrelevant

Immigrants All!

What would it take for you to pack up just a few of your most cherished things and move to another country for good? Do you think it would take war, famine, or persecution due to your religion, race, or political beliefs? Or would you move just for the chance to make a lot more money than you do now? All through history, people have become immigrants for these and other reasons. But no matter the cause, the decision to leave home is never easy. Close friends and family may be left behind and may never be seen again. You don't know if your new country will welcome or reject you. Will you find work and a decent home? Will you learn the new language and customs easily? These are just some of the trials facing immigrants, people who move to another country.

Humans have been on the move since prehistoric times. One of the oldest known migrations brought people from Asia to the Americas 12,000 or more years ago. The first written record of a mass migration is in the Hebrew Bible. It's the story of the Jewish people leaving Egypt to find the Promised Land. Between 1820 and 1980, 37 million people left Europe for North America. That is now called the Great Atlantic Migration. Since the second half of the 20th century, mass migrations of refugees from war and economic trouble have moved people all around the globe.

Join us as we meet some of the brave people who have set out for new lands.

Words to Know

➤ **The word *migration*** comes from the Latin word *migrare*. It means to move from one place to another.

> Give me your tired, your poor,
> Your huddled masses yearning to breathe free,
> The wretched refuse of your teeming shore.
> Send these, the homeless, tempest-tost to me,
> I lift my lamp beside the golden door!*

▲ The Statue of Liberty greeted the millions of immigrants who sailed into New York Bay after 1886. It was a gift from the people of France. Written on a plaque near its pedestal is part of "The New Colossus," a poem by Emma Lazarus. These immigrants (left) are arriving at Ellis Island, New York, in 1906.

*From *Emma Lazarus: Selected Poems*, edited by John Hollander. Library of America, 2005.

Think Piece!

Many people emigrate because of persecution. This means that they are being bothered or harmed because of their beliefs or who they are. Some are persecuted for their religion or for their ethnic background. Can you think of any examples of people who have been persecuted in their home country?

➤ **An *emigrant* is** a person who leaves one country to move permanently to another.

➤ **An *immigrant* is** someone who moves into a new country. Every emigrant from one country is also an immigrant to another country.

➤ **A *refugee* is** someone left homeless by war or persecution.

A Nation of Immigrants

America's first immigrants may have come on foot. Some scientists believe that they walked here 12,000 years ago on land that used to connect Asia and North America. Over thousands of years, their descendants gradually migrated east and south. Eventually, two whole continents were populated.

Then, in 1492, Europeans "discovered" those continents and claimed them. The European colonization of America started with a drop – a few settlers looking for a better life in a new land. Soon the drop became a trickle. Boatloads of immigrants arrived from Spain, France, England, and elsewhere. Eventually the trickle became a stream. Then the stream turned into a flood. In the 40 years between 1880 and 1920, around 25 million immigrants entered the United States. The flood of immigration slowed down for a while, but the river continues to flow. Every day, new immigrants arrive, looking for a better life than they had in their native country.

➤ **Immigrants were** encouraged to come to the United States in many ways. One way was in letters from family and friends who had already made the trip. Also, steamship companies looked for passengers in European cities. Sometimes they gave emigrants places to stay while they waited for ships. Western states wanted new settlers. They sent people to East Coast port cities to talk immigrants into going west. Railroad companies also encouraged immigrants to go westward.

▼ **Many of** Virginia's first English settlers were indentured servants. They had to work for their masters for many years before they could be free in the new land. After about 1660, England slowed down emigration to the colonies. Too many workers were leaving. But the English did send about 50,000 people who had been charged with crimes to the colonies. It was cheaper to kick them out than to pay for jailing them in England.

▼ **Chinese people** were the first Asians to immigrate to the U.S. in large numbers. About 300,000 arrived on the West Coast between 1850 and 1882. Many went to work in the goldfields. When the Gold Rush ended, they took jobs laying railroad tracks. Thanks to Irish, Norwegian, and Chinese immigrants, western railroads got built. But in 1882, prejudice led to passage of the Chinese Exclusion Act. It kept Chinese laborers from coming to the U.S. for 10 years.

➤ **African people** were first brought to Virginia in 1619 to work in tobacco fields. When it was found that cotton also grew well in hot, humid areas, the slave trade grew. Millions of Africans were brought to the U.S. against their will. It became illegal to bring enslaved persons into the country in 1807. But the trade kept going in the United States until the Civil War put an end to slavery.

"At Ellis Island I was born again."
—Edward G. Robinson, actor*

*From *Children of Ellis Island* by Barry Moreno. Arcadia Publishing, 2005.

➤ In 1892 the U.S. government opened an immigration station at Ellis Island in New York Bay. Between 1892 and 1924, about 12 million immigrants passed through Ellis Island to receive permission to enter the U.S. Doctors examined them. Sick people were held in the island's hospital until they were healthy. Those with incurable diseases were sent back home. New arrivals were questioned to make sure they were not "feeble-minded" and would be able to earn a living. Immigrants feared the screening process. Some called Ellis Island the Island of Tears.

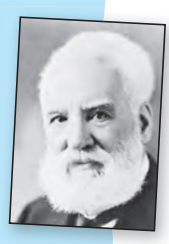
➤ More Americans claim ancestry from Germany than any other country. Ireland and England come in second and third.

➤ Europeans left home for many reasons. In the late 18th and early 19th centuries, better living conditions made Europe's population rise. That meant each family member inherited less land. Peasants who couldn't make a living on small plots of land moved to cities. But cities didn't have enough work for everyone. Emigration offered the hope of a better life. When Ireland's potato crop went bad in the late 1840s, more than 1 million people starved to death, and at least that many emigrated. In the mid- to late 1800s, Russia's government allowed violent attacks on Jewish people, so at least 2 million Jews left Russia.

➤ The earliest European immigrants arrived on sailing ships. Those boats took from one to three months to cross the Atlantic Ocean. Once steam power became common, in the 1860s, the trip lasted only about 10 days. The shorter crossing time meant tickets were cheaper. The risk of dangers from bad weather dropped. There was also a lower risk of shipboard diseases caused by poor living conditions.

ILLUSTRIOUS IMMIGRANT

Alexander Graham Bell (1847–1922)



Born in Scotland, Bell immigrated to Canada with his parents. He became a teacher in Boston and did experiments with sound that led to the invention of the telephone in 1876. All his life, Bell worked to improve conditions for people who were deaf or hard of hearing. He made friends with Helen Keller and supported her work for the rest of his life. In 1898 he took over as president of the National Geographic Society from his father-in-law.

Westward Expansion Project

Directions: Explore the possible project topics below. Choose ONE topic to research and take notes on a separate piece on paper. Use your notes to create a project based on your chosen topic. ****This may take more than one day!***

Westward Expansion Topics for Projects and resources:

- Gold Rush
- The Oregon Trail

Project ideas:

Poster
Written report
Picture Book
Model/Replica
Create a Map
Interview (become the character)
Create a Board Game
Make a video/movie trailer/IMovie
Other?

The California Gold Rush

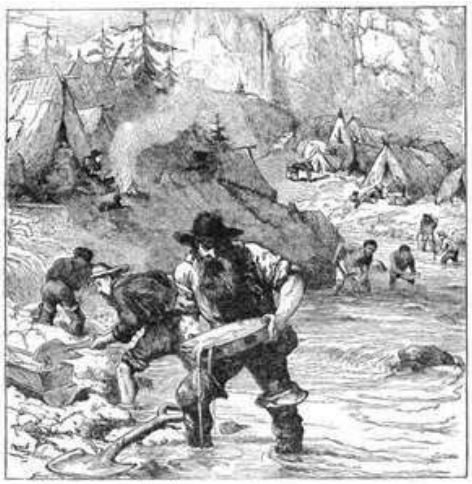
The California Gold Rush

The discovery of gold in California in the mid-19th Century ushered in one of the largest migrations in American history, as tens of thousands of hopeful, excited, and just plain desperate participated in the California Gold Rush.

It all began on January 24, 1848, on the South Fork of the American River, near what is now the California town of Coloma. John Sutter had hired a number of people to build a saw mill in the area, and James Marshall was one of the people doing the constructing. On that fateful day, Marshall saw tiny pieces of gold in the runoff millwater. He collected some of the gold pieces and showed them to Sutter, who swore Marshall to secrecy.

Despite this agreement, the story got out, possibly because Marshall wouldn't have been the only one to notice the gold in the millwater. Nevertheless, the story was soon a well-travelled one, with a publisher named Samuel Brannan soon walking up and down the streets of San Francisco holding a jar full of gold. The first major East Coast newspaper to report Marshall's discovery, the *New York Herald*, did so on August 19. President James K. Polk told the nation about the gold discovery in an address to Congress on December 5. Before long, the rush was on and '49ers, as they were called (after the year in which they set out, 1849), descended on California by the tens of thousands.

In 1849, the gold-motivated migrants numbered 80,000. Most of those were Americans in 1849, but the following few years saw gold-seekers come from all over the world. By 1856, more than 300,000 people had followed their gold dreams to what they hoped were the gold fields of California.



In the beginning, prospectors could find gold nuggets by sifting through the top one or two layers of dirt or in streams and riverbeds, using methods such as panning. As the gold supply dwindled and desire for gold increased, prospectors employed more sophisticated methods.

Many of the '49ers and other prospectors who came to California in search of a dream found they liked the place enough to stay. San Francisco went from an 1846 population of 200 to an 1852 population of 36,000. Other California cities and towns experienced similar growth. As a result, California became a state, in 1850, its infrastructure growing by leaps and bounds: Schools, churches, roads, and businesses rose from empty land, as many people found themselves earning a good living by providing goods and services to prospectors. Supply stores, warehouses, taverns, and hotels dotted the landscape, surrounding the areas where gold was known to be.

Modern-day estimates from the U.S. Government put the amount of gold discovered in the first five years of the California Gold Rush at 12 million ounces, worth more than $16 billion in today's dollars.

Many settlers made homes for themselves by displacing (and, in some cases, ending the lives of) Native Americans, continuing a Manifest Destiny trend that had begun in the East and continued in the Midwest and South.

Many others chasing their dreams found nothing but frustration. Many prospecting hopefuls spent all of the money that they had on the search for great wealth and ended up with none of their own. For many, the travel to

California would have cost a steep price, especially if they had come from Latin America or Europe or China or Australia, as a great many did. The Americans who migrated westward generally crossed the Rocky Mountains or the Isthmus of Panama to get to gold country. People who came from other countries made great use of boats that docked in San Francisco and other, more southern ports.

The legality of various prospectors' claims to gold was not at all straightforward. When Marshall first found gold, on January 24, the land was still technically owned by Mexico, although that country had surrendered to U.S. forces, ending the Mexican-American War. The Treaty of Guadalupe Hidalgo, which officially ended the war, went into effect on February 2. Even then, California was under the control of the U.S. Military.

American soldiers did not roam the gold fields, however. The areas were largely self-policed, which allowed for all sorts of varied rules of law. As towns sprang up, rural law enforcement made its presence felt.

What this meant for the initial waves of prospectors, however, is that the gold was theirs for the taking, no questions asked, no taxes assessed, no price to be paid other than the hard labor expended to find the gold in the first place. Protecting that find proved problematic for many. The only real solution to the lawlessness that existed in some areas was the drying up of the gold deposits, making it unpalatable for anyone looking for quick and easy wealth.

The California Gold Rush was not kind to Sutter or Marshall, either. Unequipped with his own private security force, Sutter could do little to stem the tide of prospectors who camped on the land on which he had intended to complete his sawmill. He saw his dreams of an agriculture bonanza dry up in the dust left by prospectors' boots and horses' hooves. Marshall had little luck prospecting, either. Both men died poor and forgotten, except for the part that they played in

setting off the Gold Rush in the first place.

The Oregon Trail

The Oregon Trail was a 2,000-mile route to the West for thousands of settlers in 19th Century America. The Trail ran through what is now Missouri, Kansas, Nebraska, Wyoming, Idaho, and Oregon.

The idea of reaching the West Coast began soon after Thomas Jefferson announced the Louisiana Purchase, in 1803, and commissioned Meriwether Lewis and William Clark to chart the course of the territory through to the Pacific Ocean. Lewis and Clark and the Corps of Discovery spent the better part of the next three years getting there and back again, and their reports emboldened many others to travel westward, sometimes for good. An 1810 expedition financed by famed furrier John Jacob Astor mapped out a slightly different route west.

After the War of 1812, the British presence on what is now the western part of the Oregon Trail increased, mainly through the efforts of the Hudson's Bay Company. So did the number of Americans traveling west, if more gradually. The first large wave of settlers set out in 1836, and numbers increased during the next few decades, in nearly inverse proportion to the decline of fur trading, as markets for new goods found more favor. Among the first organized group of settlers were the Peoria Party, named after the city from which they set out, Peoria, Ill. Led by Thomas J. Farnham, they carried a flag with the motto "Oregon or the Grave" and traveled most of the Oregon Trail, finally reaching the West Coast. More than 100 pioneers, led by Elijah White, set out in 1842, from Elm Grove, Mo.; not all of this group made it. In 1843 alone, up to 1,000 settlers left their homes for new living quarters in Oregon. This came to be known as the "Great Migration of 1843."

The U.S. Government sponsored more than just Lewis & Clark. Explorers like

Captain Benjamin Bonneville, John C. Frémont, and Kit Carson ranged far and wide and wrote about their experiences.

The Oregon Trail wasn't an unbroken dirt road running direct from one place to the next; rather, it was a series of paths, trails, and wagon roads. Technically, the Trail wound from Independence, Mo., to Oregon City. As traffic on the Trail increased, other towns on the route became starting points; among these were the Kansas towns of Atchison and Leavenworth, the Missouri towns of St. Joseph and Weston; and the Nebraska town of Omaha.

Other well-known settler trails were the Bozeman Trail, California Trail, Chisholm Trail, Mormon Trail, and Santa Fe Trail. The longest and most popular, however, was the Oregon Trail.

The trails generally followed the Platte River and other waterways, passing through river valleys to enable access to fresh water and to grass for the animals doing the heavy lifting. Travelers were often in need of fire-burning materials. These often included trees, brush, abandoned wagons, and even animal droppings (the ever-popular "buffalo chips").

Settlers traveled west along the Oregon Trail using combinations of walking or riding horses, and carrying supplies and necessities in covered wagons, known as prairie schooners, which were pulled by anywhere from 4 to 10 oxen or mules. (Horses were used to pull the wagons only in later years.) The well-known Conestoga wagons were, for the most part, too large and unwieldy for the arduous Oregon Trail, so settlers used prairie schooners instead. These wagons were typically 11 feet long, feet wide, and feet high and featured cotton covers treated with linseed oil, in an attempt to keep out dust, rain, and wind. Wheels were made of iron-rimmed wood and were 40-50 inches in diameter. The wagons were, for the most part, much too bumpy to ride in,

despite popular artwork to the contrary.

Travelers did not go west in straight lines. They spread out along the prairies and through the valleys, mainly to cut down on dust inhalation. They did resort to single file through narrow passes, however.

Journeys to Oregon commonly took four or five months. Travelers took lots of food, stored in watertight containers or carried in packs. Some travelers traded what they carried for other types of food grown by people along the way. Some travelers took chickens, cows, and pigs with them, to use as food. Cooking was done over campfires. Not all meals were cooked. Travelers carried water, sometimes lots of it, but also depended on getting water along the way. (For this reason, a good part of the Oregon Trail was along waterways.)

Travelers generally brought several sets of clothes, most importantly multiple sets of boots, and spare leather and threads and a few hand tools, to repair or replace clothing. Among the possessions kits were soap, washboards, and tubs, for cleaning the clothes.

The common sleeping arrangement was on thin bedrolls, on the ground, inside tents (or under the night sky if the weather was good). Pregnant or infirm travelers or very young children sometimes slept on feather beds, inside wagons. Sleeping inside a wagon was not unheard of for otherwise healthy travelers as well.

Conditions could be rough, and travelers commonly carried all manner of tools, including axes, shovels, hoes, hammers, saws, hatchets, picks, and crow bars.

Sharing was essential for many travelers. Pooling of resources, including money, was quite common. Money was also essential to replace or obtain things broken or forgotten.

With lots of time on their hands, travelers on the Oregon Trail found comfort in books, not just trail guides but as well the Bible and other popular publications.

They also wrote letters, to drop at forts or posts along the way.

For the most part, expendable items got left behind. Some travelers filled needs by picking up items discarded by previous travelers; others returned home with discards, selling them for a profit.

Dangers were not unknown on the Oregon Trail. travelers encountered unfamiliar wildlife and sometimes hostile humans. Weather could be capricious, and supplies often ran low. Some mothers died in childbirth. Some young children didn't survive the ardors of the trip. Many travelers died, although exact figures are still not known, primarily because those who died along the way were usually buried in unmarked graves, to prevent looting.

Disease was also common. Travelers' diets were sometimes low in fresh fruits and vegetables; and during the four-month trip, some travelers suffered from scurvy because of a lack of vitamin C. Other diseases, such as cholera, were familiar killers.

One of the last stops on the journey west was Fort Vancouver, on the Columbia River. For a time, John McLoughlin was in charge at this fort. He helped so many settlers reach new homesteads that he became known as the "Father of Oregon." Other Hudson's Bay Company outposts were Fort Boise and Fort Nez Perce, both of which were quite happy to sell supplies to Oregon Trail pioneers.

Travelers were still using the Oregon Trail while the Civil War was raging, but the advent of a railroad across Panama, allowing for ship-then-rail-then-ship-again travel, and then another, more famous railroad across the continental United States gave travelers much faster alternatives. The arrival of the automobile all but closed the Trail, with some state federal and state highways literally paving over parts of the Trail.

The Oregon Trail didn't just disappear one day. Its use declined gradually. Signs of it can still be seen today, as can some wagon wheel tracks. It is now a National Historic Trail, with designating markers in several states.

Many travelers didn't make it all the way to the West Coast, preferring to set up homestead along the way. This, in combination, with an influx of new settlers in Oregon and California, helped push the boundaries of the United States ever westward.

Create a Time Capsule

A time capsule is a container filled with items that you can bury in the ground. Later, archeologists, anthropologists and historians can dig it up and get a snapshot of life at a particular time.

We are living in a historic moment that you want to share with a future generation 100 years from now. For this reason, you will create your own time capsule. You need to select one item that represents what kids your age are doing for fun when stuck at home.

You need to select one item that says something about popular culture.It could relate to movies, video games, music, books, or television. But it has to be something that is popular right now.

You need to select one item that people seem to cherish more during quarantine than any other time before. You need to find an item that relates specifically to your family or your culture. Finally, you need to include some kind of documentation of daily life. It could be a to-do list or a daily schedule from home. It might be a receipt of something you bought. It might be a journal entry sharing how you feel about this.

Keep in mind that your items need to last at least one hundred years. They also need to say something about the present moment. The more specific and personal, the better. Now, describe all 5 items for future generations. Include a few sentences about what each item is and why you chose it. Remember that they won’t have the same background knowledge you have, so you’ll need to be clear, specific, and descriptive in your explanations.

Writing Prompt: Free Write- Create a story (remember to develop characters, setting, key events, problem, solution)

Time Machine (1892): The first immigrants arrive at Ellis Island

By New York Times, adapted by Newsela staff on 06.15.16
Word Count **387**
Level **570L**

Immigrants landing at Ellis Island in 1900. BELOW: Immigrants being inspected in 1904, courtesy of Library of Congress. Brown Brothers, Department of the Treasury

This story was first published in the New York Times on Jan. 2, 1892. Ellis Island opened the day before. This story tells of the first passenger who came through the immigration station. She was an Irish girl named Annie Moore.

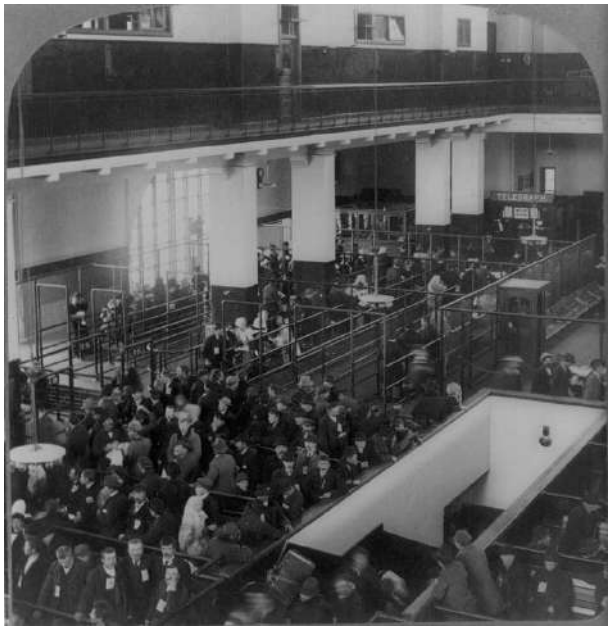
NEW YORK, Jan. 2, 1892 — The new buildings on Ellis Island were built for the Immigration Bureau. It is the office that takes care of immigrants. The immigrants have traveled to America from another country. Ellis Island is now open. The leader of its office is John B. Weber. He arrived at the office early to make sure everything was ready for the first boatload of immigrants.

Three big steamships waited in the harbor. They were waiting for their passengers to get off. Each passenger wanted to be the first to arrive at the new station. The honor went to a little rosy-cheeked girl named Annie Moore. She is 15 years old. Annie is from Ireland. She is now famous for being the first immigrant registered at Ellis Island.

Irish Teenager Is First Immigrant Registered

As soon as she got off the boat, Annie was hurried into the big building. When she was registered, Weber gave her a $10 gold piece. He also congratulated and welcomed her. Annie had never seen American money before and said she would always keep it. She was accompanied by her two younger brothers. The children came to join their parents, who already live in New York.

Seven hundred people arrived at Ellis Island on the first day. They were quickly registered and sent on their way. The new immigration office made it easy for them.



"We can easily handle 7,000 immigrants in one day here," Weber said.

Workers Like New Offices

The immigration workers said they are pleased with the new building. They said it is better than the old office. The railroad people were the only ones who complained. They said the building is too large. They have to run around to find their passengers.

After the immigrants are processed, they get on another boat. They will take it to the New York train station. Some will go to places on the East Coast. Others will go all the way to the West Coast.

Except for a doctor, no workers will live on the island.

Quiz

1 Read the following sentences from the section "Workers Like New Offices."

The immigration workers said they are pleased with the new building. They said it is better than the old office.

Which word could BEST replace the word "pleased" without changing the meaning of the sentence.

(A) happy

(B) upset

(C) finished

(D) hurried

2 Read the introduction [paragraphs 1-2].

Based on the article, what are immigrants?

(A) people who travel on boats

(B) people who do not speak English

(C) people who move to a new house

(D) people who move to another country

3 Select the paragraph in "Workers Like New Offices" that gives information about what happens to immigrants when they leave Ellis Island.

4 Read the caption under the top photo. According to this caption, where are the immigrants landing?

(A) Ellis Island

(B) The New York Times

(C) The Library of Congress

(D) The Department of the Treasury

Name _____ Date _____

Oregon Trail Map:
The Wagon Train of 1843

Name _____ Date _____

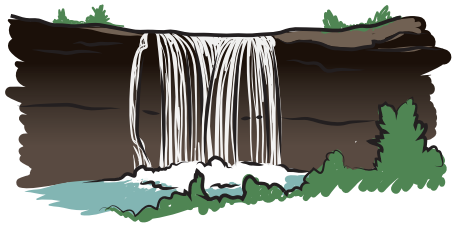
The Great Migration of 1843

Directions: Read the information below and find the locations on the map. Draw the route that helped people head west. Then, complete the written reflection.

1. In May 1843, almost 1,000 people with 120 wagons and several thousand cattle left Independence, MO. It was the largest group at the time to travel west. They didn't know it yet, but their successes would spur other Americans dreaming of Manifest Destiny.

2. Shawnee Mission was an outpost built by the Methodist church in the 1830s, and the first night's camp of many emigrants.

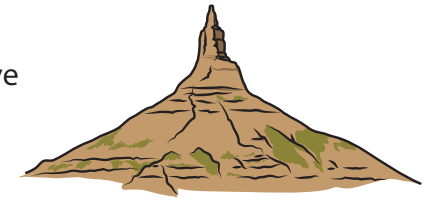
3. Alcove Spring rewarded travelers with a restful, green place for fresh water. And by the time they reached this place, they needed it! Travelers had gone over 165 miles from Independence, and most of them traveled on foot.



Alcove Spring

4. Traveling hundreds of miles along the southern side of the Platte River, emigrants had to ford across the river before it forked to reach the North Platte River and continue west. Nearby, Ash Hollow offered clear, spring water. But first, travelers had to climb a dangerous, steep hill. After drinking muddy Platte water for so long, many thought it was worth the risk.

5. Chimney Rock inspired pioneers to have some fun and climb as high as they could. The landmark was taller than 325 feet from the spire to the base!



Chimney Rock

6. Reaching Fort William (called Ft. Laramie since 1850) meant that emigrants were a third of the way there. The fort also marked the start of the Rocky Mountains.

7. Emigrants reached Independence Rock by Independence Day. After 1843, migrations were an annual event and travelers knew that if they hadn't reached there by July 4th, they were behind schedule and in danger of being trapped in the mountains during winter.

Independence Rock

8. The most important trail site was the South Pass through the Rocky Mountains — an opening in the mountain range about 20 miles wide. It was the halfway point of the train. Wagons would not have had access to the western territories without it.

9. Built at the Black Fork of the Green River in 1843, Ft. Bridger was started by Jim Bridger and Louis Vasquez to resupply the emigrants to Oregon.

Name _____ Date _____

The Great Migration of 1843

10. Fort Hall was owned by the British business, Hudson's Bay Company. Employees at the fort had been convincing travelers to abandon their wagons, and generally discouraged people from going to Oregon Country. Lead by Dr. Marcus Whitman, most of the wagon train in 1843 pressed on, but some split toward California.

11. Shoshone Falls on the Snake River was a short side trip for some. It was a remarkable sight, higher than Niagara Falls.

Shoshone Falls

12. There were still 400 miles to go from Boise, and many people worried about getting to Willamette Valley before winter.

13. The green Grande Ronde valley was a welcome sight after traveling dry plains, but it was still far from settlements or protection.

14. When the wagon train reached The Dalles, they were stopped short by Mount Hood. Wagons had to be disassembled and floated down the Columbia River, and cattle had to be lead around the mountain.

15. In October 1843, the wagon train made it to Oregon City, the hub of the Willamette Valley. And the end of the 2,000 mile trek!

Written Reflection

Which three stops were the most important to the survival of the pioneers on the Oregon Trail? Use text evidence to support your conclusion.

Writing Your Letter

Unit Title:

Directions: Start your letter with an introductory paragraph. Then, list three details from the documents that will go into each body paragraph. Finally, close your letter.

EV

Introductory Paragraph
Greeting:

Topics for letter:

Letter Topic #1: home & family life
Detail 1:

Detail 2:

Detail 3:

Letter Topic #2: school
Detail 1:

Detail 2:

Detail 3:

Letter Topic #3: the land
Detail 1:

Detail 2:

Detail 3:

Concluding Paragraph
Summary of three topics:

Closing:

Mini-Q Sample Essay: Non-Proficient
Life on the Plains

Dear Clyde, March 28, 1886

Thanks for your letter but I bet your Ma made you write it. You asked a bunch of questions which I kinda wish you hadn't of.

What is your house like? Well, it's made of grass so that tells you a lot. Mostly it's the bugs that like it.

You asked about school. When I go I kind of like it because of the girls but most schooldays I'm in the fields with Pa. I'm almost 15.

The land is dry and we sing a lot about rain. I don't think I been fishing once. I'm getting powerful hungry, Clyde. Bye!

Zach

Mini-Q Sample Essay: Basic Proficiency
Life on the Plains

Dear Clara, March 28, 1886

Thank you for your letter. How I miss you all back in Virginia. You asked me three big questions about life at home, school, and the land. I will do my best to answer.

You probably won't believe it but we live in a dirt house. Actually, around here they call it a sod house and Pa built it himself. It had no windows for about three months but then Pa put in two store-bought ones. Pa even got me a colt to break. Such fun!

Our school is also a sod house with a very nice teacher. The little children sit in the front and we bigger kids are in the back. There are more of us girls because most of the older boys are out in the fields plowing and planting. One thing that is different from back home is that our little school gets used a lot at night for Literary and for singing.

Now I'll tell you about the land. When we first got here a year ago, I didn't like what I saw. It was all grass and no trees! At school we once sang a song called "Nebraska Land" which was all about no rainfall and people who couldn't move because they're too poor. I've thought about that song and wonder if things could get that bad.

Clara, I hope you have a better picture now of my life at home and school, and what the land looks like. Please visit soon!

Your cousin, Anna

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS

LEARNING MENU SPECIALS

GRADE 5

1

Flip A Coin Workout: bit.ly/2XWIrqn-coin

2

W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00: rsu57.zoom.us/j/298414629

3

Head, Shoulders, Knees and Toes Challenge, click this link to try it: bit.ly/3eNRcJp

4

Charcoal Drawings: bit.ly/2VTAK1g

5

Collagraph Prints bit.ly/2VTAK1g

6

Diorama: bit.ly/2VTAK1g

7 Kaboom Fireflies: Try playing the cup ostinatos with the song Fireflies! First, watch this video to practice. Then, try performing it with this video.See your music teacher for further directions. Tutorial:safeyoutube.net/w/Vii6; Play-along video: safeYouTube.net/w/Dki6 See your teacher for an extension to this activity!

8

Select a song from this playlist, then complete the listening log found either in your music teacher's Google Classroom or SeeSaw. tinyurl.com/y7s648kk

9 Create a sound map. Take a walk outside, and notice any sounds you hear. When you get back, draw a map that shows the path you took. Then, note the sounds you heard, and where you heard them. You can show the sounds with words or with pictures.

10 Choose a favorite story and create puppet characters (using spoons, popsicle sticks, socks, etc..) then act out a puppet show of the story. Be sure to focus on following the story line with your dialogue. Make it digital: Record yourself acting out part of the story with your puppets and share with your librarian.

11

The Invisible String: Finding connection, even when we can not be together. safeYouTube.net/w/LTS7

12

Feelings Scavenger Hunt bit.ly/2XXvD0A

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

S.5-1

Flip a Coin Workout

Directions: Find any coin, flip it in the air (with some flare), how does it land? Follow the chart to see which exercise you can complete!

Flip # 	Heads 	Tails 
1	Jog in Place: 1 minute	20 Jumping Jacks
2	Plank: 30 seconds	8 Push-ups
3	10 Squat Jumps	Wall Sit: 30 seconds
4	15 Crunches	10 Sit-ups
5	High Knees: 30 seconds	Invisible Jump Rope: 1 minute
6	20 Small Arm Circles (both ways)	20 BIG arm circles (both ways)
7	Mountain Climbers: 30 seconds	10 Burpees
8	20 Squat Jumps	20 Calf (heel) Raises
9	20 Sumo Squats	10 Plank Toe Touches
10	20 Plank Jacks	Butt Kicks: 30 seconds

Name: _____

S.5-8

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

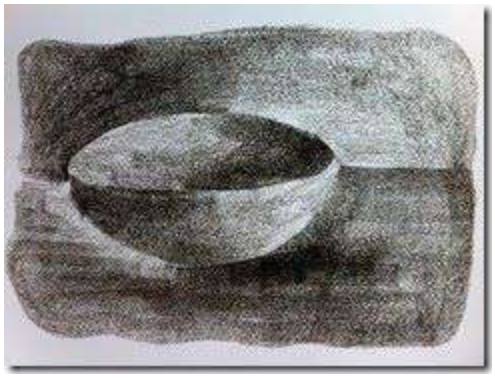
Charcoal Drawing

If you have a wood stove, burn pit, outdoor fireplace, then you have bits of charcoal! These lumps of charcoal will make wonderful black lines on paper. It is a soft chalk-like line that can be smudged (moved around).

Week 1: Find a piece of charcoal (from a COLD fire area) and an eraser. You may also need a paper towel or something to wipe your fingers on.

Start to create a drawing of your choice. Start out by pressing really lightly with your charcoal and slowly darken some shadowy areas of drawing by pressing down harder.

Week 2: Work on finishing the last few details of your drawing.



Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:


Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a "stamp". Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph and stamp it on a paper. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

Diorama

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:

Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

Virtual FEELINGS SCAVENGER HUNT

Self-Awareness Edition

- [ ] Something that makes you feel happy 
- [ ] Something that you are proud of 
- [ ] Something you like to do when feeling silly 
- [ ] Something that reminds you of someone who makes you feel loved 
- [ ] Something you do or use to calm down when feeling mad 
- [ ] Something that tells about a time you were brave 
- [ ] Something or someone that you feel grateful for 

Virtual FEELINGS SCAVENGER HUNT

Social Awareness Edition

- [ ] Something you can do or say to show friendly feelings 
- [ ] Something that would make a teacher, friend, or family member feel happy 
- [ ] Something you can do or say that would make others feel silly and laugh 
- [ ] Something to show something you've done or said to make friends or family feel loved 
- [ ] Something you've seen others do or use to calm down when feeling mad 
- [ ] Something you can share that will make someone else feel curious 
- [ ] Something you can say or do when you see others feeling sad 

Kaboom Percussion - Fireflies

Try playing the cup ostinatos with the song Fireflies! First, watch this video to practice. Then, try performing it with this video. We would love to see a video of what you do!
Tutorial: https://safeyoutube.net/w/Vii6
Play-along video: https://safeYouTube.net/w/Dki6

Extension

If you did this activity last week, come up with your own cup pattern to do with Fireflies, or another school appropriate song! What simple cup pattern fits the song? Can I use two different patterns to represent different parts of the song? Send us a video of your hard work!