

Packet #3

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 5

This student work packet is for Weeks 5 and 6 of home learning based on your District's School Schedule. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. We will continue to work on providing online learning options for as long as school is not in session. Please continue to reach out to your child's teacher if you have any questions regarding this packet or any online programs.

Chicago Public Library Access

**Chicago residents only*

Don't Have a Chicago Public Library Card <small>* Children under 14 must have a guardian apply with them</small>	Already have a Chicago Public Library card
<ol style="list-style-type: none">1.) Apply for an eCard at https://tinyurl.com/LEARNCPCLcard2.) Access eBooks, audible books, and other online resources3.) Check out other resources at https://chipublib.overdrive.com/	<ol style="list-style-type: none">1.) Go to: https://www.chipublib.org/2.) Select: "Browse"3.) Choose "eBooks" under "By Format"4.) Check out other resources at https://chipublib.overdrive.com/

North Chicago Public Library Access

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

1.) Complete the temporary library card form

2.) Access online resources at:

<https://www.waukeganpl.org/eresources/>

(Student Name)

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

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Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

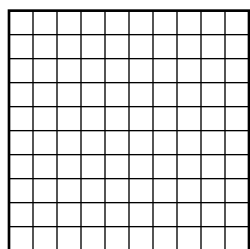
☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

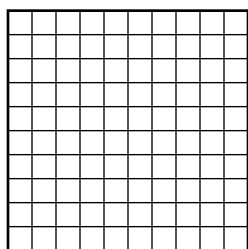
Understanding of Place Value

Name: _____

- 1** The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.



0.5



0.05

Complete the comparison statements.

0.05 is _____ of 0.5.

0.5 is _____ times the value of 0.05.

Complete the equations.

$$0.5 \div \underline{\hspace{2cm}} = 0.05$$

$$0.05 \times \underline{\hspace{2cm}} = 0.5$$

- 2** Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.



Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

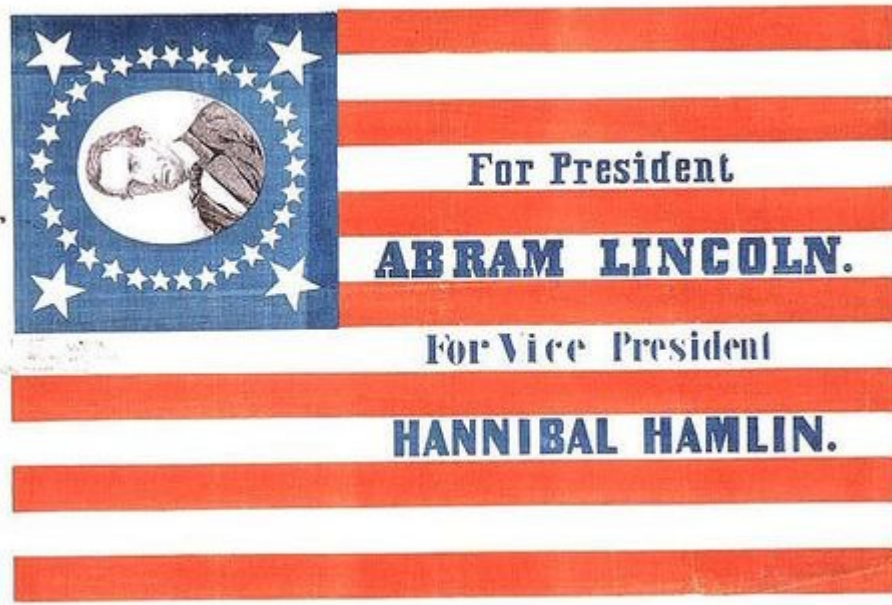
$$0.2 \times \underline{\hspace{2cm}} = 2$$

$$2 \div \underline{\hspace{2cm}} = 0.2$$

- 3** Which type of model do you like best? Explain why.

Slavery, Civil War & Reconstruction - The Election of 1860 and Abraham Lincoln

by ReadWorks



1860 U.S. election poster

"Honest Abe," he was called. The tall, thin man from Illinois started out in a log cabin. But he would become one of the most famous presidents of the United States.

Before Abraham Lincoln was president, he tried to become a senator. He and his opponent, Stephen A. Douglas, had different opinions. They debated in front of an audience about all of the things they believed. Their debates became famous. Everyone was talking about "The Lincoln-Douglas Debates." One of Lincoln's speeches was quoted in newspapers everywhere. Lincoln said "A house divided against itself cannot stand...I believe this government cannot endure permanently half slave and half free."

Lincoln lost the race for Senate, but his speeches and debates did give him a lot of publicity. People all over the North knew who Abraham Lincoln was. The Republican Party decided that Lincoln should be president. Republicans chose Lincoln as their candidate for the Election of 1860.

Southerners were outraged. They feared that Lincoln's "house divided" speech meant that he would get rid of slavery. Lincoln assured the Southern states that he would not get rid of slavery where it already existed. Lincoln said that his biggest goal was to preserve the Union and keep all of the states together. But Southerners wanted to be able to spread slavery into the territory west of the Mississippi too. They knew that Lincoln would not allow slavery in the territories.

In the election of 1860 not one single Southern state voted for Abraham Lincoln. The division between the North and the South was clear. The dividing line was slavery. Soon the Southern states would separate from the Union and create the Confederate States of America.

Name: _____ **Date:** _____

1. What did Lincoln mean when he said "A house divided against itself cannot stand"?
 - A. It is a good idea to have slavery everywhere.
 - B. Northern and Southern states should decide about slavery for themselves.
 - C. Having slavery in some states and not in others won't work.
 - D. Slavery should not be allowed anywhere.

2. No southern state voted for Lincoln because
 - A. he was from the North.
 - B. the people there thought he might end slavery.
 - C. they didn't understand what he was saying.
 - D. they didn't know who he was.

3. The southern states were going to separate from the northern states because
 - A. the northern states were against slavery.
 - B. the southern states were against slavery.
 - C. the southern states felt like it.
 - D. the southern states knew that Lincoln would try to end the Union.

4. Before Lincoln became president, he
 - A. was a Congressman.
 - B. was governor of Illinois.
 - C. ran for Senate.
 - D. was vice-president.

5. The passage "The Election of 1860 and Abraham Lincoln" is mostly about
 - A. the Presidential election right before Lincoln got elected President.
 - B. elections for Senate seats all over the country in 1860.
 - C. the speeches from the Lincoln-Douglas debates.
 - D. how Abraham Lincoln became famous and won the Presidency.

6. How did Lincoln's race for Senate help him to become President?

7. What did Abraham Lincoln promise to southern states?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Not one single southern state voted for Lincoln _____ the 1860 presidential election.

- A. during
- B. after
- C. before
- D. especially

Day 1

Directions: Write a letter introducing yourself to your favorite fictional character. Tell him or her about yourself and describe a few things you have in common.

[illegible]

Current Events Log

Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?**1** 0.2

2 0.02

3 0.002

4 0.12

5 0.012

6 0.102

7 1.002

8 9.4

9 90.04

10 0.94

11 500.2

12 8.008

13 700.06

14 6.335

15 3,000.001

16 What strategies did you use to help you read the decimals? Explain.

Slavery, the Civil War & Reconstruction: Fort Sumter and the First Shots of the Civil War

by ReadWorks



Bombardment of Fort Sumter

In 1860, Lincoln was elected President. Not one single Southern state voted for him. Between the time he was elected and the time he took office, seven Southern states seceded from the union. South Carolina left first. Not long afterwards, Florida, Alabama, Georgia, Mississippi, Louisiana, and Texas joined South Carolina.

In his first address to the country, Lincoln reminded everyone of his main goal: to preserve the Union. He said that his duty was to keep the states united. Everyone knew that this would mean war. The Northern states would fight to win the Southern states back. Lincoln was telling the *rebel* states that they could not simply leave the Union without any consequences.

However, four Southern states had not yet left the Union. These were Virginia, Arkansas, Tennessee, and North Carolina. Lincoln wanted them to stay a part of the Union. He wanted to buy time for himself and avoid any conflict for as long as possible. Once conflict began, he knew these states would probably join the Confederacy. But Lincoln did not have as much time as he had hoped.

A United States fort was located in South Carolina. Fort Sumter had not received supplies for a long time. The men there had very little left to eat. South Carolina would not even allow food to be brought to the fort because South Carolina believed that Fort Sumter no longer belonged to the U.S. Lincoln knew he could not let this fort collapse. It was one of the last strongholds of Northern power in the South. He had to send a supply ship.

South Carolina saw the ship coming. The state decided to interpret the move as an act of aggression, even though the supply ship had no intention of firing. Before the ship even arrived in South Carolina, the South Carolina troops fired on Fort Sumter. South Carolina demanded that the fort surrender. Because of this event, the Civil War had begun. In the months to come, United States would confront its biggest war yet - a war over slavery, unity, and identity.

Name: _____ **Date:** _____

1. A **rebel** is someone who

- A. fights for their country.
- B. tries to find peaceful solutions.
- C. fights against the government.
- D. runs for government office.

2. Why didn't South Carolina allow food to be brought to Fort Sumter?

- A. South Carolina thought it was poisoned.
- B. Fort Sumter didn't want to accept food from President Lincoln.
- C. South Carolina felt the fort should no longer belong to the government of the North.
- D. They actually did allow food to be brought to Fort Sumter.

3. What is considered to be the beginning of the Civil War?

- A. When Abraham Lincoln was elected President
- B. When seven southern states left the union
- C. When South Carolina fired on Fort Sumter
- D. When President Lincoln declared war

4. Which of the following events happened first?

- A. South Carolina fires on the Fort Sumter supply ship.
- B. Florida, Alabama, Georgia, Louisiana and Texas seceded from the Union.
- C. The supply ship arrives in Fort Sumter.
- D. Lincoln was elected President.

5. The passage "Fort Sumter and the First Shots of the Civil War" is mostly about

- A. military strategy during the Civil War
- B. a speech Lincoln gave at Fort Sumter
- C. how the Civil War started
- D. slavery in South Carolina

6. Why did Lincoln decide to send a supply ship to Fort Sumter?

Day 2

Directions: What animal do you think best represents your personality and why? Explain on the lines below.

[illegible]

Current Events Log

Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1 0.32

2 3.87

3 0.709

4 12.75

5 12.745

6 645.059

Round each decimal to the nearest hundredth.

7 1.079

8 0.854

9 0.709

10 12.745

11 645.059

12 50.501

Round each decimal to the nearest whole number.

13 1.47

14 12.5

15 200.051

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

Slavery, the Civil War, and Reconstruction: Slavery in the Territories

by ReadWorks



political map of the United States, 1856

Before the Civil War, the nation was already divided. The country was divided over the issue of slavery. In the North, there were fewer slaves than in the South. There were mostly shops and industries that did not need slave labor in the North. In the South, large plantation owners kept many slaves to work the fields and even serve in the houses. So why couldn't the North and the South just agree to be different?

Slavery became a moral issue. More and more Northerners were against the idea of owning people as if they were property. At first they let slavery continue in the South. But in 1860 America was growing. People were moving west to new territories. As the territories gained more and more people, they could ask to be an official state of the United States of America. Would these new states allow slavery? In answer to this question, Northerners yelled "NO!"

But Southerners yelled, "YES!"

There were many fights in Congress about slavery in the territories. At first, Congress made a compromise (the Missouri Compromise of 1820). They decided to keep a balance. All territories below the line of latitude 36°30' would be slave states, like the southern states that were their neighbors. All states above 36°30' would be free. No slavery would be allowed in these states.

But the compromise did not work for long. Senators needed another idea to keep the balance of slave states and free states. They decided to let people in the territories vote to decide for themselves whether or not they would be free. The voting idea was a disaster. On the night before the vote that would determine whether Kansas would be a free state or a slave state, thousands of men from Missouri spent the night in Kansas. These men wanted Kansas to have slavery, so they sneaked in to vote. Northerners called these men "border ruffians." The next day, they voted. They did not really live there, so their votes should not have counted. When the results came back, Kansas was voted a slave state.

The United States government did nothing to stop the madness, but there was a new fight over slavery in the United States Senate. One day a Senator from Massachusetts, Charles Sumner, stood on the Senate floor and gave a long, heated speech about the morality of the North and the evil injustice of the South. He said that Southerners were all horrible and devilish. He was especially mad at southern Senators, including Andrew Butler from South Carolina. Two days later Senator Butler's cousin showed up in the Senate. His name was Preston Brooks. Brooks took his cane and started beating Charles Sumner over the head! A fight had broken out on the Senate floor! Sumner was badly hurt. Northerners called him a hero. But Southerners were proud of the way Brooks defended their ideas. The division had already begun. It was only a matter of time before the southern Senators would leave Washington, D.C., and make their own country in the South.

Name: _____ Date: _____

1. Where did many slaves work in the South?

- A. building ships
- B. on large plantations
- C. in the Senate
- D. in clothing factories

2. What problem did the Missouri Compromise try to solve?

- A. whether Missouri would become a state
- B. whether new states would have slavery or not
- C. whether Missouri would join the Confederacy
- D. whether the North would begin having slavery

3. Allowing territories to vote on whether they would be free or slave states was a disaster. What evidence from the passage supports this conclusion?

- A. Charles Sumner was physically attacked on the Senate floor.
- B. "Border ruffians" sneaked into states to influence the vote.
- C. States below the line of latitude 36°30' became slave states.
- D. There were many fights in Congress over slavery in the territories.

4. How might some northern Senators have felt after Charles Sumner was physically attacked in the Senate?

- A. pleased and proud
- B. tired and defeated
- C. upset and concerned
- D. amused and victorious

5. What is this passage mostly about?

- A. slavery outside of what is now the United States.
- B. how much land people had to own in order to own slaves.
- C. fights in Congress throughout United States history.
- D. the issue of slavery in new territories before the Civil War

6. Read the following sentences: "Slavery became a moral issue. More and more Northerners were against the idea of owning people as if they were property."

What does the word "**moral**" mean?

- A. related to war and fighting
- B. mathematical in nature
- C. related to money and business
- D. concerning right and wrong

7. Choose the answer that best completes the sentence below.

Congress had many fights about slavery in the territories, _____ they made a compromise.

- A. but
- B. because
- C. while
- D. so

8. What did the Missouri Compromise state?

9. When the Missouri Compromise failed to maintain balance between slave states and free states, what did U.S. senators decide to do?

Day 3

Directions: If you could create your own country, what would it be called? What laws would you put in place?

[illegible]

Current Events Log

Day 3

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 580 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 3,104 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 1,482 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 1,085 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 1,236 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 1,625 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 2,105 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 1,788 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 2,500 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 648 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 2,409 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 306 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 2,417 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 650 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 962 \\ \times 44 \\ \hline \end{array}$$

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

Slavery in the North



Sojourner Truth

In 1806, 9-year-old Isabella Baumfree and her family lived on the property of Charles Ardinburgh of Ulster County in New York. When Ardinburgh died, Isabella found her mother in tears.

"Mau-mau, what makes you cry?" Isabella asked.

"Oh, my child, I am thinking of your brothers and sisters that have been sold away from me," her mother replied.

Soon after, Isabella too was separated from her mother. She was auctioned-along with other slaves, horses, and cattle-and purchased for \$100. She was sold again and again, from master to master, until she was emancipated in 1828.

Students of history know Isabella better by the name she chose as an adult-Sojourner Truth. Truth was an abolitionist. She spoke out against slavery. But what some people may not know is that Truth was one of thousands of slaves who were bought, sold, and forced to do labor in the North.

"Many people are surprised when you talk about slavery in the North," Alan Singer, a professor of education at Hofstra University, told *Senior Edition*. "We associate slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

Historians are beginning to bring slavery in the North into the spotlight. The New York Historical Society recently presented an exhibition on slavery in that state. Singer, who travels the country to talk to students about slavery in the North, wants people to remember that slavery was a national institution.

The slave trade helped finance the Industrial Revolution in many major Northern cities, such as Boston and New York City. The Industrial Revolution was a period of rapid growth in the use of machinery in the early 1800s. Many U.S. businesses got their start with profits from slave-produced goods and the slave trade.

It's important to understand how slavery affected the entire country, because its effects linger through discrimination, Singer says. "Kids see slavery as something that happened in the deep past," he told *Senior Edition*. "I want children to know that we still live with the effects of that slavery society."

Name: _____ Date: _____

1. According to the passage, what might some people not know about Sojourner Truth?
 - A. She was a slave in the North.
 - B. She was emancipated in 1828.
 - C. She was sold for 100 dollars.
 - D. She was an abolitionist.

2. According to the passage, what was one effect of slavery in many major Northern cities?
 - A. Slavery slowed the growth of many U.S. businesses in the Northern cities.
 - B. Slavery put an end to the Industrial Revolution in the Northern cities.
 - C. Slavery stopped the growth of machinery in the Northern cities in the 1800s.
 - D. Slavery helped finance the Industrial Revolution in the Northern cities.

3. Historians are trying to draw attention to slavery in the North. What evidence from the passage best supports this statement?
 - A. Thousands of slaves were bought, sold, and forced to do labor in the North.
 - B. Kids see slavery as something that happened a long time ago, according to Singer
 - C. The New York Historical Society presented an exhibition on slavery in that state.
 - D. Industrial Revolution was a period of rapid growth in the use of machinery in the early 1800s.

4. What can you conclude about Sojourner Truth after reading the passage?
 - A. She knows Alan Singer.
 - B. She was shy and quiet.
 - C. She lives in New York.
 - D. She was outspoken.

5. What is the main idea of this passage?
 - A. The Industrial Revolution began in the early 1800s.
 - B. Sojourner Truth was emancipated from slavery in 1828.
 - C. Alan Singer is a professor of education at Hofstra University.
 - D. Historians are teaching people about slavery in the North.

6. Read this sentence from the passage: "We **associate** slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

As used in this sentence, what does the word "**associate**" mean?

- A. explain
- B. judge
- C. mourn
- D. connect

7. Choose the answer that best completes the sentence below.

Many people associate slavery with the South, _____ slavery was in the North too, says Alan Singer.

- A. but
- B. for
- C. because
- D. until

8. According to Alan Singer, why are many people surprised when we talk about slavery in the North?

9. How did slavery in the North impact the Industrial Revolution?

Day 4

Directions: What is your favorite food to snack on and why? Describe it using the lines below.

[illegible]

Current Events Log

Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
$516 \div 12$	48 43 Check: $12 \times 48 = 576$
$837 \div 31$	27
$351 \div 13$	57
$918 \div 54$	22
$896 \div 32$	23
$1,482 \div 78$	14
$1,012 \div 11$	82
$1,344 \div 56$	24

- 1** Explain how you could know that the answers to two of the problems are incorrect without multiplying.

Slavery, Civil War & Reconstruction - The Emancipation Proclamation

by ReadWorks



On September 22, 1862, President Lincoln declared that all slaves in the rebellious states were free. The rebellious states of the South were fighting against the Northern states because they wanted to secede, or separate from the Union. His announcement was called the Emancipation Proclamation. Emancipation means gaining freedom. Part of Lincoln's declaration is below:

"I do order and declare that all persons held as slaves...shall be free. The Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons."

In the last part of this sentence, Lincoln says that the Union Army will free and protect slaves. Northerners everywhere knew for sure that they were fighting the Civil War to free the slaves. The war was no longer just a battle to make the Southern states come back to the Union. Now it was a war over slavery. Even if the Southern states came back to the Union, there would be no more slavery.

The entire way of life in the South would have to change. Southerners could no longer sell people as if they were property. They could no longer run large plantations with slaves as workers. They could no longer force black men and women to work all day in their cotton fields. When the North won the Civil War, life in the South did change.

Many black slaves heard about the Emancipation Proclamation before the Northern army arrived to free them. They were very excited. Some ran away to meet the Northern army as they fought. Many wanted to join the fight and help the Union beat the Confederacy. As Northern armies marched south, all of the slaves were freed.

In the North, many abolitionists were happy. Abolitionists wanted slaves to be free. They spent their time convincing people that black men and women were no different than white men and women. They gave speeches about the horrible institution of slavery. Slavery, they said, did more than just chain black men and women. It also was against the basic ideas of liberty and equality that were part of the founding of our country. Slavery brought out the worst part of human nature. Some slave owners might have been kind men, but slavery made them become cruel. The Emancipation Proclamation was the first big step to ending slavery.

Name: _____ **Date:** _____

1. What was so significant about the Emancipation Proclamation?
 - A. It stated that all slaves in the rebellious states were free.
 - B. It reminded Northerners of why they were fighting the Civil War.
 - C. Slave owners were allowed to continue owning slaves.
 - D. It gave Southerners the right to keep slaves.

2. Why did life in the South change after the Emancipation Proclamation and Civil War?
 - A. So many southern towns were destroyed.
 - B. Many soldiers had died defending the South.
 - C. Plantations were difficult to run without slaves to work there.
 - D. The South stayed as part of the United States.

3. How did the slaves feel when they heard about the Emancipation Proclamation?
 - A. Angry
 - B. Excited
 - C. Bored
 - D. Cruel

4. In the last paragraph, in the sentence, "They gave speeches about the horrible institution of slavery," the pronoun "they" refers to
 - A. the slaves
 - B. the politicians
 - C. the citizens
 - D. the abolitionists

5. The passage "The Emancipation Proclamation" is mostly about
 - A. an announcement that ended slavery in a large part of the United States.
 - B. a famous speech that Abraham Lincoln made on a battlefield.
 - C. how slavery in the South was different from slavery in the North.
 - D. Abraham Lincoln's most famous speeches

6. Why do you think the abolitionists were happy about the Emancipation Proclamation?

7. What did some slaves do after they heard about the Emancipation Proclamation?

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

All slaves in the rebellious states of America were freed _____ the Emancipation Proclamation.

- A. before
- B. in spite of
- C. suddenly
- D. as a result of

Day 5

Directions: In your opinion, is it important to study history? Give reasons for your opinion on the lines below.

[illegible]

Current Events Log

Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Adding Decimals

Name: _____

**Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.**

1 $0.24 + 4.25$

2 $4.8 + 0.16$

3 $2.31 + 2.075$

4 $2.31 + 2.7$

5 $0.909 + 4.09$

6 $3.99 + 1.109$

7 $2.675 + 2.325$

8 $3.775 + 0.225$

9 $2.06 + 2.933$

10 $2.6 + 2.933$

11 $1.809 + 3.091$

12 $3.01 + 1.991$

13 $1.83 + 3.1 + 0.1$

14 $0.012 + 3.79 + 1.101$

15 $2.6 + 2.04 + 0.099$

16 What strategies did you use to solve the problems?

Name: _____ Class: _____

Life of a Slave on a Southern Plantation

By BirdBrain History
2016

In this informational text, the United States' history of enslaving black people in the South is discussed. No matter the role a slave possessed on a plantation, they were mistreated and considered to be the property of white plantation owners. As you read, consider why it is important to remember the moments in history we are not proud of.

- [1] It's important to know how your ancestors behaved... how they acted or how they were treated. For much of America's history, many black people were thought of as the property of white people. It's an uncomfortable truth that we need to talk about in order to understand how America became what it is today and also how our past changes how we act today. So come, let's get uncomfortable for a little while.



"Southern Slaves" by BirdBrain History is used with permission.

Why did people keep slaves? Before the 1900's, people in America made black people work for them for free so that they could make new goods without spending much money, making businesses in the South grow very fast. A **plantation** is a large piece of land that grows plants like coffee, tobacco, or cotton with a large number of people working. In the 1700s and 1800s, many of these had mostly slaves working on them. One plantation could be thousands of acres¹ and had dozens if not hundreds of slaves who were made to work against their wills. It was an ugly business, and many Americans, especially those living in the South, did not see anything wrong with it. It was easier for them to overlook their bad behavior because so much money was rolling in. They also thought of people from Africa as being less than whites.

In order to make sure the money kept rolling in, the government made laws that would keep slaves working hard and stop them from getting away. **Slave codes** were laws that controlled what slaves were allowed to do and what their masters could do to them. This was anything from the number of lashes a master could give the slaves to whether slaves could trade with other slaves without their master saying they could. The government said that owning other people was okay and that treating them in some ways was okay. This led slave-owners to make some very scary choices.

When people make other people work against their wills, there is going to be some push back. On large plantations, they needed someone to make sure these slaves worked as hard as they could. An **overseer** is a white man who is paid to keep an eye on the slaves on the plantation to make sure they work as hard as they can. It was often this person's job to give punishments if the masters were unhappy with the slaves' work. They used whips, which if used with enough force, would tear open the slaves' skin. Overseers became so used to whipping a slave that they stopped thinking about the pain they were creating. It was as easy to them as clipping a nail. Their goal was to get slaves to work as hard as possible without overworking them or killing them.

1. An acre is a measure of land area and is slightly smaller than the size of a football field.

- [5] Things were not easy on the plantation. Inside the master's household, things could be a lot better... or a lot worse. **Domestic slaves** were people owned as property who worked in the home, instead of the field. This means they were given more comfortable places to sleep and better food. Some of them thought of themselves as better than the slaves in the field. But as well as the masters treated them, the domestic slaves were often reminded that they were still property. They had no more rights than a dog or a broom. The plantation might have meant harder work, but slaves could be alone or with their friends and families. In the house, slaves were always under the eye of their master and mistress.

Knowing your ancestors' history is important. Thinking about how their choices changed life today is important. Plantation slavery made America's economy boom. It was driven by overseers, whites who kept an eye on the workers, and drivers, black slaves who were made to keep an eye on their own.

Domestic slaves might have had an easier time working in the households, but if their masters were strict, life was could be even harder. Plantation slavery affected everyone who lived in America, and it still does today.

"Life of a Slave on a Southern Plantation" by BirdBrain History. Copyright © 2016 by BirdBrain. Reprinted with permission, all rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text?
 - A. Black people were treated as less than human in the southern states of America.
 - B. Plantation slavery was the least harsh form of slavery in the South.
 - C. Plantation owners were pressured to produce a certain quantity of work or face punishment themselves.
 - D. Domestic slaves were ensured more rights than slaves who worked in the fields.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "America made black people work for them for free so that they could make new goods without spending much money" (Paragraph 2)
 - B. "They used whips, which if used with enough force, would tear open the slaves' skin." (Paragraph 4)
 - C. "This means they were given more comfortable places to sleep and better food." (Paragraph 5)
 - D. "Plantation slavery affected everyone who lived in America, and it still does today." (Paragraph 6)

3. PART A: What is the relationship between the master and the overseer on a plantation?
 - A. The master owns the overseer, a slave who manages other slaves.
 - B. The master and the overseer are equals on a plantation.
 - C. The master employs an overseer to violently discipline slaves.
 - D. The master owns the plantation, while the overseer owns the slaves.

4. PART B: Which detail from the text best supports the answer to Part A?
 - A. "They also thought of people from Africa as being less than whites." (Paragraph 2)
 - B. "It was often this person's job to give punishments if the masters were unhappy with the slaves' work." (Paragraph 4)
 - C. "slaves were always under the eye of their master and mistress." (Paragraph 5)
 - D. "black slaves who were made to keep an eye on their own." (Paragraph 6)

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Why is it important to remember and study unpleasant events in history? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. How has America changed its treatment towards black citizens over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the text, how does power corrupt? What drove plantation owners to treat black people the way they did? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

4. In the context of the text, why do people do bad things? What was the reasoning that white plantation owners used to excuse their poor treatment of black people? Can you identify similar forms of poor treatment and abuse of some people today in America? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

5. In the context of the text, what is the effect of following the crowd? How is slavery in the Southern United States an example of following the crowd? Why didn't anyone during this time speak out about the poor treatment of black people? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Day 6

Directions: Write a letter to your future self.

[illegible]

Current Events Log

Day 6

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Using Estimation with Decimals

Name: _____

Solve the problems.

- 1** Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.
- 2** Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.
- 3** Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

Name: _____ Class: _____

The Underground Railroad

By USHistory.org
2016

In the 1850's and 1860's, the United States became even more divided on the issue of slavery. States in the South still practiced slavery, while many states in the North prohibited slavery. As a result, many slaves tried to run away to freedom in North. The Underground Railroad was established to provide a secret way for slaves to escape from slavery in the South to freedom in the North. As you read, take notes on how the Underground Railroad helped slaves to freedom in the North.

[1] Any cause needs speakers and organizers. Any mass movement requires men and women of great ideas.

But information and mobilization are not enough. To be successful, revolutionary change requires people of action — those who little by little chip away at the forces who stand in the way. Such were the “conductors” of the Underground Railroad. Not content¹ to wait for laws to change or for slavery to implode itself,² railroad activists helped individual fugitive slaves³ find the light of freedom. The Underground Railroad was not an actual railroad, but was instead a network of safe houses and routes slaves could take to escape from the South to freedom in the North.

The Underground Railroad operated at night. Slaves were moved from “station” to “station” by abolitionists.⁴ These “stations” were usually homes and churches — any safe place to rest and eat before continuing on the journey to freedom in the North, sometimes as far away as Canada. Often whites would pretend to be the masters of fugitives to prevent their capture. Sometimes lighter-skinned African Americans took this role. In one spectacular case, Henry “Box” Brown arranged for a friend to put him in a wooden box, where he had only a few biscuits and some water. His friend mailed him to the North, where bemused⁵ abolitionists received him in Philadelphia.



"Harriet Tubman" by H. Seymour Squyer is in the public domain.

1. **Content (adjective):** in a state of peace, happiness, or satisfaction
2. “Implode” in this sense means to self-destruct.
3. A fugitive slave was someone who ran away from the slave owner and went into hiding to avoid being taken back.
4. Abolitionism was a movement to “abolish,” or end, slavery.
5. **Bemused (adjective):** confused and also somewhat amused

Most of the time, however, slaves crept northward on their own, looking for the signal that designated the next safe haven.⁶ This was indeed risky business, because slave catchers and sheriffs were constantly on the lookout. Over 3,200 people are known to have worked on the railroad between 1830 and the end of the Civil War. Many will remain forever anonymous.⁷

- [5] Perhaps the most outstanding “conductor” of the Underground Railroad was Harriet Tubman. Born a slave herself, after she escaped to Philadelphia, she began working on the railroad to free her family members. Throughout the 1850s, Tubman made 19 separate trips into slave territory. She was terribly serious about her mission. She threatened to shoot any slave who had second thoughts with the pistol she carried on her hip. By the end of the decade, she was responsible for freeing about 300 slaves. When the Civil War broke out, she used her knowledge from working the railroad to serve as a spy for the Union.

Needless to say, slave owners did not appreciate the Underground Railroad. Although they disliked Abolitionist talk and literature, the railroad was far worse. To them, these were simple cases of stolen property. Slave catchers often traveled to the North to try to recapture freed slaves. When Northerners rallied around freed slaves and refused to compensate⁸ former slave owners, Southerners felt they were being robbed of property.

This disagreement over freed slaves lay yet another brick of the foundation for the South to eventually secede⁹ from the Union and help spark the American Civil War.

“The Underground Railroad” by USHistory.org. Copyright © 2016, CC BY 4.0. Reprinted with permission, all rights reserved.

6. **Haven (noun):** a place of safety

7. **Anonymous (adjective):** not named or identified

8. **Compensate (verb):** to trade or give money as payment for something lost, stolen, or damaged

9. “Secede” refers to the South’s decision to leave the Union at the start of the American Civil War.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Why does the author choose to call the individuals who worked on the Underground Railroad “conductors”?
 - A. They were responsible for driving the trains that took slaves from slavery in the South to freedom in the North.
 - B. Even though it was not an actual railroad, the “conductors” were individuals responsible for helping slaves travel from the South to the North.
 - C. They conducted trains and boats that took fugitive slaves back to their masters in the South.
 - D. They carried pistols on their hips that were known by people in the North as “conductors.”

2. Which phrase from the text does the author use to support their argument that a wide variety of people worked for the Underground Railroad?
 - A. “Railroad activists helped individual fugitive slaves find the light of freedom.” (Paragraph 2)
 - B. “Often whites would pretend to be the masters of fugitives to prevent their capture. Sometimes lighter-skinned African Americans took this role.” (Paragraph 3)
 - C. “Most of the time, however, slaves crept Northward on their own, looking for the signal that designated the next safe haven.” (Paragraph 4)
 - D. “Perhaps the most outstanding ‘conductor’ of the Underground Railroad was Harriet Tubman.” (Paragraph 5)

3. How does paragraph 5 contribute to the ideas developed throughout the text?
 - A. The paragraph provides an example of a famous train conductor who shipped pistols to the North to help them win the war.
 - B. The paragraph is used to show that Harriet Tubman is the only true hero of the Underground Railroad.
 - C. The paragraph is used to provide an example of a famous woman who worked on the Underground Railroad and the great impact she had on history.
 - D. The paragraph is used to demonstrate that most of the slaves that escaped to the North were shipped to the North on boxes in trains.

4. Which phrase best describes the relationship between slave catchers and the “conductors” of the Underground Railroad?
 - A. They worked together towards a common goal.
 - B. They were united in trying to provoke a war.
 - C. They were in disagreement about the value of property.
 - D. They represent the opposite sides of the conflict.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Why do you think people were willing to risk their lives to work on the Underground Railroad? Do they deserve to be called heroes? Why or why not?
2. The article begins by stating: "Any cause needs speakers and organizers." How were the conductors of the Underground Railroad able to organize a safe route for slaves to escape? What issues facing society today do you think people need to organize a solution to? What would be a good solution for that issue?

Day 7

Directions: What is the best field trip you've ever gone on? Explain what made it so special.

[illegible]

Current Events Log

Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Using Estimation with Decimals *continued*

Name: _____

- 4** Kyle wants to buy a hat for \$5.75, a T-shirt for \$7.65, and a keychain for \$3.15. He has \$16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.
- 5** For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.
- 6** Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

Name: _____ Class: _____

Union wins a victory at Port Royal Sound, South Carolina

By Carolyn Reeder
2011

The American Civil War (1861-1865) was fought within the United States between northern and southern states. Eleven southern states withdrew from the United States to form the Confederate States of America, while the remaining states formed the Union. On November 7, 1861, the Union captured Port Royal Sound in South Carolina, marking one of the Union's early victories against the Confederacy. As you read, take notes on how the Union was able to overcome the Confederacy.

- [1] People in the North were worried about the way the war was going. They had thought it would be easy to defeat the South, but here it was, six months into the war — the beginning of November 1861 — and the Confederates had won the three most important battles.

Now, though, exciting news gave hope to the North and shook the confidence of the South. The papers were full of stories about a huge fleet of Union ships heading south —not just warships but also ships carrying thousands of soldiers, ships full of supplies for the men, ships full of coal and a ship full of ammunition — 77 ships in all. Just one question was left unanswered: What part of the South would be invaded?



"Sergeant Prince Rivers receives the colors of the First South Carolina Volunteers, Port Royal, South Carolina, January 1, 1863"
by House Divided Project is licensed under CC BY-NC 2.0.

An important port

Some Confederate leaders were sure the enemy fleet would try to take over South Carolina's Port Royal Sound, a wide inlet¹ off the Atlantic near the state's southern border. They were right. Union officials had been planning this expedition² for months. They needed the harbor at Port Royal as a base for ships that patrolled the southern coast to keep the Confederacy from importing weapons and exporting cotton.

Two things happened when the Union fleet began to arrive outside the harbor. Plantation³ owners and people in the nearby town of Beaufort fled, leaving behind most of their belongings — including their slaves. And Confederate soldiers prepared to defend Southern territory, even though they had poor-quality weapons and were outnumbered more than 5 to 1.

1. an opening, or thin strip of water that comes from a larger body of water
2. a journey or voyage undertaken by a group of people with a particular purpose
3. a large farm or estate

Victory comes quickly

- [5] The November 7 battle was over in a matter of hours. The Confederate forts, one on each side of the wide entry to Port Royal Sound, didn't stand a chance against cannon fire from the Union warships that steamed past them. The forts' defenders fired back, of course, and though hitting moving targets is hard, they did cause some damage. Soon, though, they were forced to lower their flags and retreat. The Union soldiers went ashore, took over the forts and the Sea Islands, which surrounded the sound, and then occupied⁴ Beaufort.

A problem and solution

People in the North were overjoyed by the great naval victory at Port Royal Sound and the occupation of Southern territory. But the army soon realized it had a problem: what should they do with the slaves left behind by their owners — nearly 10,000 men, women and children who were making their way to the army camps. The solution? Hire them. Many stayed on the plantations, raising cotton and running the cotton gins⁵ — but now they earned wages paid by the U.S. government. Some lived in army camps and were paid for doing jobs for the military.

In the spring, missionaries⁶ arrived to set up schools, and within a year the government began building a town for former slaves. The town was called Mitchelville, named after the general whose idea it had been to give the former slaves living in the army camps a chance to live as free people did — in homes they built themselves in a town they governed themselves. It was a way to prepare them for life after the war.

"The Port Royal Experiment," as it was called, showed that former slaves could live as free people. The experiment ended when the war did, however: After the army left the area, there were no more jobs — and that doomed the town of Mitchelville.

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4. to take control a place through military conquest
5. a machine for separating cotton from its seeds
6. people sent on a mission, especially one including religious or charitable work

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. The Union's victory at Port Royal Sound was a clear indicator that the Union would win the war.
 - B. The Union's success at Port Royal Sound restored their confidence in being able to beat the Confederacy, despite the Confederacy's proven strength.
 - C. The Union's victory at Port Royal Sound and success developing Mitchelville was a turning point in the Civil War for the Confederacy.
 - D. The Union's failure to develop a town of former slaves made northerners question the future of a post-slavery nation.
2. PART B: Which section from the text best supports the answer to Part A?
 - A. "People in the North were worried about the way the war was going. They had thought it would be easy to defeat the South" (Paragraph 1)
 - B. "The November 7 battle was over in a matter of hours. The Confederate forts, one on each side of the wide entry to Port Royal Sound," (Paragraph 5)
 - C. "People in the North were overjoyed by the great naval victory at Port Royal Sound and the occupation of Southern territory." (Paragraph 6)
 - D. "In the spring, missionaries arrived to set up schools, and within a year the government began building a town for former slaves." (Paragraph 7)
3. How does the section "An important port" (Paragraphs 3-4) contribute to the development of ideas in the text?
 - A. It shows why the Confederacy had been stronger than the Union up until this point in the war.
 - B. It stresses how evenly matched the Confederacy and the South were up until this battle.
 - C. It emphasizes the significance the port had to the Confederacy and why the Union decided to target it.
 - D. It shows how the Union excelled in military strategy, while the Confederacy had superior weapons.
4. What connection does the author draw between newspapers and the Union's victory at the Port Royal Sound?
 - A. The newspapers prematurely reported a Union victory at Port Royale Sound, causing Confederate troops to abandon their orders in the area.
 - B. The newspapers prematurely reported a Union victory at Port Royale Sound, causing Confederate troops to abandon their orders in the area.
 - C. The newspapers reported an incoming fleet of Union ships in the South, calming northerners and strengthening the Confederacy's commitment to victory.
 - D. The newspapers reported a fleet of Union supply and military ships headed for the South, causing many to flee Beaufort upon their arrival and a quick Northern victory.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How can studying smaller events in American history help us learn about our development as a nation? How did the Battle of Port Royal play an important role in changing America? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. In your experience, how are we changed by war? How did the war affect the relationship between the North and South? How were former slaves in the South affected by the Battle of Port Royal? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Day 8

Directions: If you had to give up one of your five senses, which one would you give up and why?

[illegible]

Current Events Log

Day 8

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1 3×0.2

2 3×0.03

3 3×0.23

4 4×0.08

5 4×1.1

6 4×1.18

7 6×0.07

8 6×1.1

9 6×1.17

10 21×0.05

11 21×1.05

12 21×2.05

13 9×3.25

14 5×0.87

15 11×3.68

16 16×6.4

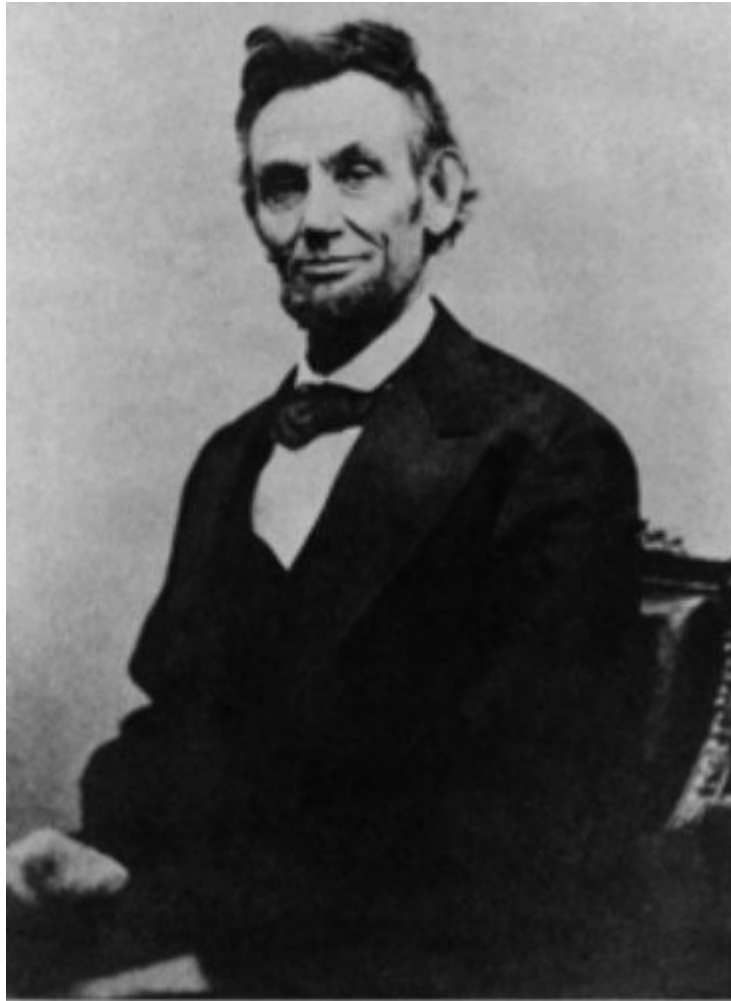
17 7×6.89

18 32×5.12

19 How did you know where to put the decimal point in problem 6?

Lincoln and the 13th Amendment to End Slavery

by ReadWorks



Abraham Lincoln was the sixteenth president of the United States. Today, Lincoln is widely regarded as one of the greatest presidents in the nation's history, in part because he helped to permanently end slavery in America. He did this by pushing Congress to pass the 13th Amendment before the end of the Civil War.

An "amendment" is a change. The 13th Amendment was the 13th change to the United States Constitution. The United States Constitution is the fundamental law of the nation. The people who wrote the Constitution in 1787 wanted to make it possible but difficult to change the Constitution. In order to add a Constitutional Amendment, two-thirds of the members of both the Senate and the House of Representatives must vote for it. Then three-quarters of the states must approve, or "ratify," it.

In 1864, President Lincoln pressed to achieve the difficult task of getting the 13th Amendment passed, two years after he had signed the Emancipation Proclamation. The Emancipation Proclamation declared slaves free, but it only applied to the three million slaves who lived in the so-called Confederacy. The Confederacy was made up of the 11 states that were rebelling against the Union. There were more than 700,000 other slaves who lived in areas that were not rebelling, and they were not legally free. Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels. He thus thought he could legally free the slaves in those regions of the country that were rebelling. This helped the war effort in a practical way, since the Proclamation also directed the United States Army to allow African American men to enlist. By the end of the Civil War, almost 200,000 African Americans had served in the Union Army.

But Lincoln did not believe he had the legal right to free the slaves in the "border states," which included Delaware, Kentucky, Maryland, and Missouri. These states had remained loyal to the Union. All four states permitted slavery.

Lincoln also feared that once the war was over, leaders of the nation would reverse the Emancipation Proclamation. He feared they might consider the Emancipation Proclamation only a wartime measure.

That is why Lincoln wanted a ban on slavery written right into the Constitution.

In 1864 the Senate passed the amendment with the necessary two-thirds majority. But the House of Representatives failed to pass the amendment.

Before the House voted on the amendment for the second time, Lincoln invited individual congressmen to the White House. Lincoln acted friendly and polite, using arguments he thought would convince each congressman. He told Congressman James Rollins from the border state of Missouri that a vote for the amendment would send a signal to the South from the border states, including Missouri. Lincoln argued this would quickly end what had been a long and bloody war.

He didn't just try to reason with the congressmen opposed to the amendment. He asked his allies in the House to double their efforts to convince their colleagues. When they asked how they could convince two more congressmen, Lincoln said, "I am President of the United States, clothed with great power. The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come—a measure of such importance that these two votes must be procured. I leave to you to determine how it shall be done..."

To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives.

The effort paid off. The House reversed its previous vote, gaining a two-thirds majority. The amendment was ratified by rapidly reaching the required number of states.

By the end of 1865, the Constitution had a new amendment, which reads:

"Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

"Section 2. Congress shall have power to enforce this article by appropriate legislation."

Name: _____ **Date:** _____

1. Lincoln helped to permanently end slavery in America by pushing Congress to pass which Amendment?

- A. the 10th Amendment
- B. the 12th Amendment
- C. the 13th Amendment
- D. the 14th Amendment

2. The problem that Lincoln saw with the Emancipation Proclamation was that it could potentially be reversed after the end of the Civil War, if leaders viewed it as only a wartime measure. How did Lincoln attempt to solve this problem?

- A. Lincoln declared all slaves in the border states free.
- B. Lincoln tried to acquire more legal rights as president.
- C. Lincoln invited Congressmen to the White House.
- D. Lincoln pressed to pass the 13th Amendment.

3. It is difficult to change the Constitution of the United States. What evidence from the passage supports this conclusion?

- A. Two thirds of both the Senate and the House must vote for the change, then three quarters of the states must approve it.
- B. The 13th Amendment to the Constitution states that, "Congress shall have power to enforce this article by appropriate legislation."
- C. A change to the United States Constitution is called a Constitutional Amendment. The 13th Amendment was the 13th change made to the Constitution.
- D. Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels.

4. Read the following sentences: "To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives. The effort paid off. The House reversed its previous vote, gaining a two-thirds majority." Based on this information, what can you conclude?

- A. The congressmen could not be persuaded to change their votes on the Amendment.
- B. The congressmen could be persuaded to change their votes with offers that personally benefited them.
- C. Lincoln got in trouble for bribing congressman to vote for the Amendment.
- D. The congressmen were less concerned with personal gain than they were with the impact of slavery on the nation.

5. What is this passage mostly about?

- A. President Lincoln and the Emancipation Proclamation
- B. how the 13th Amendment helped to end the Civil War
- C. the African Americans who served in the Union army
- D. how and why Lincoln pressed to pass the 13th Amendment

6. Read the following sentence: "The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in **bondage**, but of unborn millions to come-a measure of such importance that these two votes must be procured."

As used in this sentence, what does the word "**bondage**" refer to?

- A. slavery
- B. the South
- C. the North
- D. freedom

7. Choose the answer that best completes the sentence below.

Lincoln was afraid that slavery would be reestablished after the Civil War, _____ he pressed to have a ban on slavery written into the Constitution.

- A. yet
- B. namely
- C. so
- D. for example

8. What did the Emancipation Proclamation declare?

9. Lincoln believed that he could legally free slaves in the rebel states. But he also believed that he should not free slaves in states loyal to the Union. Why did Lincoln believe these two things?

Day 9

Directions: Write a short story about a teenager with a magic superpower.

[illegible]

Current Events Log

Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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Dividing a Decimal by a Whole Number

Name: _____

Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

Division Problems	Student Answers
$0.88 \div 11$	0.8 0.08 Product: $11 \times 0.8 = 8.8$
$5.6 \div 8$	0.07
$7.2 \div 9$	0.8
$25.35 \div 5$	5.7
$21.7 \div 7$	3.1
$14.4 \div 12$	0.12
$96.16 \div 8$	12.2
$60.18 \div 2$	30.9

1 Can an answer be incorrect even if it looks reasonable? Explain.

Slavery, the Civil War & Reconstruction - Surrender at Appomattox

by ReadWorks



McLean House in Appomattox, Virginia

On April 9, 1865, General Robert E. Lee and the Army of Northern Virginia (the largest part of the Confederate Army) surrendered. This was a major event leading to the conclusion of the Civil War. Lee met the Union's Commanding General, Ulysses S. Grant, at the McLean House in Appomattox, Virginia. There the two generals discussed the terms.

One of the men who witnessed the scene was a general in the Union Army. His words show some of the most striking differences between the two men. What can you tell about the characters of the two generals from reading the passage?

"The contrast between the two commanders was striking and could not fail to attract marked attention as they sat ten feet apart facing each other. General Grant, then nearly forty-three years of age, was five feet eight inches in height, with shoulders slightly stooped. His hair and full beard were a nutbrown, without a trace of gray in them. He had on a...blouse... unbuttoned in front....He wore an ordinary pair of top-boots....The boots and portions of his clothes were spattered with mud....His felt "sugar-loaf" stiff-brimmed hat was thrown on the

table beside him. He had no sword, and a pair of shoulder straps was all there was about him to designate his rank....

Lee, on the other hand, was fully six feet in height, and quite erect for one of his age, for he was Grant's senior by sixteen years. His hair and full beard were a silver-gray, and quite thick, except that the hair had become a little thin in front. He wore a new uniform of Confederate gray, buttoned up to the throat, and at his side he carried a long sword of exceedingly fine workmanship, the hilt studded with jewels....His boots were comparatively new, and seemed to have on them some ornamental stitching of red silk. Like his uniform, they were singularly clean...."

From "The Surrender at Appomattox Court House" by Horace Porter, Brevet Brigadier General, U.S.A.

Name: _____ Date: _____

1. What was the reason for the meeting between Lee and Grant at McClellan House in Appomattox?

- A. Lee and Grant met to exchange gifts.
- B. Grant was forced to hand over power to Lee.
- C. Lee and the Confederates surrendered to Grant and the Union.
- D. Lee and Grant met to decide the future of the Union army.

2. In the witness's description of the two generals, what information does the witness provide about the two men?

- A. The witness describes how they had been injured in battle.
- B. The witness describes the two men's physical appearance and clothing.
- C. The witness shows the similarities between the two men.
- D. The witness provides information about how the war was won.

3. Which of these statements best describes the witness's impression of the two generals?

- A. The witness describes Lee as having a cleaner and more impressive appearance.
- B. The witness thinks Grant appears to be a much better general than Lee.
- C. The witness is shocked by the similarities between the two generals.
- D. The witness thinks that Lee appears much younger than Grant.

4. Read the sentence:

""The contrast between the two commanders was **striking** and could not fail to attract marked attention as they sat ten feet apart facing each other."

In this sentence the word **striking** means:

- A. disappearing
- B. violent
- C. tiny
- D. easy to notice

5. The passage "Surrender at Appomattox" is mostly about

- A. why General Lee surrendered and why he chose Appomattox
- B. the difference between the two generals who met at Appomattox
- C. how Robert E. General Lee's uniform and sword were made
- D. the witnesses at Appomattox and the different ways they tell the story

6. Describe at least 2 differences between General Grant and General Lee.

7. Why does the witness describe the appearances of the two generals?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

General Grant was dressed plainly, while General Lee was dressed in newer, more formal clothes, _____ he had lost the war.

- A. before
- B. even though
- C. thus
- D. because

Day 10

Directions: Write a poem about your neighborhood.

[illegible]

Current Events Log

Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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