



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Dear Fifth Grade Families,

We are so heartbroken that we won't be able to teach our scholars in the classroom for the remainder of fifth grade. However, we are thrilled when we do get to see the smiling faces through Zoom Meetings! We are also using this time to journal about what we are experiencing with COVID-19 being such an unprecedented experience for everyone. We encourage you and your scholar to write in a journal about what we are experiencing if you haven't begun already. While these can feel like challenging times, this will definitely be something worth sharing with future generations and has made all of us feel more thankful for things we may have previously taken for granted. Continue to work hard, but more importantly, continue to take care of yourselves! We miss you!

Kindly,

Your 5th Grade Teachers

Mr. Craig Cowley - 5A Lead	craig.cowley@greatheartswesternhills.org
Ms. Gabby Pedrotti - 5A AT	gabriellina.pedrotti@greatheartswesternhills.org
Mrs. Hannah Allen - 5B Lead	hannah.allen@greatheartswesternhills.org
Mr. Vinny Dorazio - 5B AT	vinny.dorazio@greatheartswesternhills.org

Table of Contents

1. Letter to Families.....	Pg. 1
2. Table of Contents.....	Pg. 2
3. Parent Packet.....	Pg. 3 - 13
a. Monday - Wednesday Instructions for Parents	
4. Student Packet.....	Pg. 14 - 43
a. Monday - Wednesday Activities to Complete	
5. Friday Assessments.....	Pg. 43 - 49
a. Student Assessments	
b. Student Affidavit	

Sections in **bold** are necessary for printing. The rest can be viewed online and completed on notebook paper.

Parent Packet

5th Grade - Monday Checklist

Art (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Coloring Assignment
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions using complete sentences
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 18 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions in complete sentences <input type="checkbox"/> <u>Independent Work/Parent Assisted</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in Spalding Notebook

5th Grade - Tuesday Checklist

Music (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Worksheet
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
History (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions in complete sentences
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 19 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions in complete sentences <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in Spalding Notebook

5th Grade - Wednesday Checklist

Latin (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Reading assignment <input type="checkbox"/> <u>Independent Work</u> : Complete Translations <input type="checkbox"/> <u>Independent Work</u> : Study Vocabulary
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions in complete sentences
Literature/Poetry/ Grammar (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 20 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions in complete sentences <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read the lesson and complete activity
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in Spalding Notebook

5th Grade - Thursday Checklist

PE (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Workout
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions in complete sentences
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student completes brainstorming page <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once on lined paper

Answer Keys

Monday:

Math:

5B TB p. 144 - 145 Tasks 11 - 14	11. 7 12. a) \$ $\frac{50-y}{2}$ b) 19 13. 4 14. a) 7 b) 10
----------------------------------	--

Science:

1. A heterotroph gets its nutrients by eating other organisms or parts of organisms, alive or dead, for food. An autotroph produces its own food, so it does not need to eat other organisms.
2. Food provides building blocks for growth, development and system repair.
3. Energy flows upward in a food pyramid.
4. Humans are 4th level consumers.

Literature:

1. The hunter says the hounds were frozen solid.
2. The dogs kept circling the tree because they would freeze if they stopped.
3. Mr. Kyle called dog loyalty the deepest kind of love.

Spalding:

Dictate ten words to your child. Please see the list below.

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.
Writes the word in syllables while saying the word aloud.
Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<u>nu</u> <u>mer</u> <u>i</u> <u>cal</u> r.4	What is the numerical value?	R. 4: u may say u at the end of a syllable
<u>nu</u> <u>mer</u> <u>ous</u> r.4	He had numerous reasons for his decision.	R. 4: u may say u at the end of a syllable
<u>nu</u> <u>mer</u> <u>al</u> r.4	Please use the Roman numeral.	R. 4: u may say u at the end of a syllable
<u>op</u> <u>er</u> <u>a</u> <u>tion</u> r.4,14	It was a risky operation.	R. 4: a may say a at the end of a syllable R. 14: ti may be used at the beginning of a syllable
<u>op</u> <u>er</u> <u>a</u> <u>tor</u> r.4,11	She wanted to be a train operator.	R. 4: a may say a at the end of a syllable R. 11: write base word without silent final e because ending starts with a vowel
<u>op</u> <u>er</u> <u>ate</u> ,	The doctor needed to operate on the patient.	
<u>or</u> <u>ches</u> <u>tra</u>	He played violin in the orchestra.	
<u>o</u> <u>rig</u> <u>i</u> <u>nal</u> r.4,3	They listened to the original Broadway recording.	R. 4: o may say o at the end of a syllable R. 3: i lets g say its second sound
<u>o</u> <u>rig</u> <u>i</u> <u>nat</u> <u>ed</u> r.4,3,11	It originated in France.	R. 4: o may say o at the end of a syllable R. 3: i lets g say its second sound R. 11: write base word without silent final e because ending starts with a vowel R. 28: ed makes a verb past tense
<u>or</u> <u>i</u> <u>gin</u> r.3	What is the origin of the word?	R. 3: i lets g say its second sound

Tuesday:

Music:

ANSWER KEY

ANSWER KEY

ANSWER KEY

Name: _____

Class: _____

Time Signature, Bar Lines, and Double Bar Lines

Remember that the **time signature** specifies how many beats are contained in each measure of music (or **bar**). The **time signature** also specifies which note value equals one beat. Four/four-time signature, which looks like this: $\frac{4}{4}$, specifies that there are **four** beats per measure, and that the **quarter note** (♩) gets one beat.


Bar lines (≡) divide beats into equal groups depending on the time signature. Double bar lines (≡≡) are placed at the end of the last bar (measure) to show where the music ends.

Directions: For the lines below, draw the bar lines in the correct place based on the time signature. At the end of each line, draw a double bar line. Make sure you check the time signature so you know how many beats go in each measure.

Use the **Rhythm Study Guide** to help you determine where the bar lines should go in each line.

 = 1	 = 1	 = 1	 = 2	 = 2	 = 4
quarter note	quarter rest	eighth notes	half note	half rest	whole note

↓ (bar line every four beats)



Ex: 1 + 1 + 2 = 4

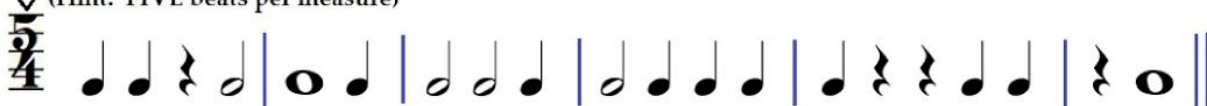
↓ Pay attention to the time signature (hint: TWO beats per measure)



↓ (Hint: THREE beats per measure)



↓ (Hint: FIVE beats per measure)



Math:

5B TB p. 145 tasks 15 -16	15. a) 9 b) 18 c) $1\frac{4}{5}$ 16. a) 8 b) 9 c) 12
5B WB p. 142 -143 Exercise 2	1. a) cost = $6x + 5$ b) \$17 c) \$23 2. a) $\frac{40-y}{6}$ b) 5 c) $\frac{13}{2}$ 3. a) 10 b) 3 c) 2 d) 6 e) 4 f) 5 g) 40 h) 12 i) 16 j) 128

History:

1. Slavery was the focus that led to the Civil War.
2. Economic differences between the North and South and different opinions about the powers of the states and the federal government contributed.
3. The attack on Fort Sumter, a fort still controlled by the U.S. government, was considered an open act of rebellion.

Literature:

1. Billy tried to stop Old Dan's bleeding by caking mud onto the wounds.
2. Billy didn't believe in prayer anymore when his dogs died.
3. The miracle from the dogs was the money to move to the city.

Spalding:

Dictate ten words to your child. Please see the list below.

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.
Writes the word in syllables while saying the word aloud.
Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>par li a ment</i>	The members of parliament	Underline a twice because it

	cast their votes.	makes a sound we do not expect
'per ceiv <u>e</u> d r. 2, 12, 11, 28	She perceived the truth.	R. 2: e lets the c say its second sound R. 12: we use ei after c R. 11: write base word without the silent final e because ending starts with a vowel R. 28: ed makes a verb past tense
'per ceiv <u>e</u> r. 2, 12	He started to perceive the facts.	R. 2: e lets the c say its second sound R. 12: we use ei after c
'per for <u>m</u> ance r. 3	The children enjoyed the actors' performance.	
'per <u>f</u> orm r. 3	She wanted to perform on stage.	
'per <u>m</u> anent	The toddler drew on the wall with a permanent marker.	
'p <u>o</u> sitive r. 2, 11	They had a positive experience.	
'pre cip i <u>t</u> ous r. 4, 2	They were careful as they climbed the precipitous cliffs.	R. 4: e may say e at the end of a syllable R. 2: i lets the c say its second sound
'prec i <u>p</u> ice r. 2	They swerved toward the edge of the precipice.	R. 2: i lets the c say its second sound
'pre vi <u>o</u> us r. 4	You may need to look back at the previous chapter.	R. 4: e may say e at the end of a syllable

Wednesday:**Math:**

5B TB p. 147 task 19 - 20	19. b) 6r c) 3r + 3 d) 6r + 3 20. a) 9a b) 3c c) 6k d) 2x + 6 e) 5m + 7 f) 7s + 10 g) 5y + 3 h) m + 1 i) 6r j) 4p + 2 k) 6w + 13 l) 3h
5B WB p. 144 Exercise 3	1. a) 3x b) 4y c) 5n d) 6p e) 3x f) 4y g) 11p h) 2e i) 4a j) 6k 2. a) 2n+4 b) 5a+3 c) 9x+2 d) 2a+5 e) 4d+2 f) 6f+9 g) 2h+12 h) 6a+1 i) 2k+5 j) 5x+5

Science:

1. The xylem system transports water and minerals up the plant.
2. A rich sugar like liquid produced by plants to nourish the plant.
3. Sap is transported in phloem tubes.
4. Vascular systems help plants live and survive by transporting water and minerals up the plant so it can make sugar which nourishes the plant and keeps it alive and healthy.

Literature:

1. Billy saw the red fern when he said goodbye to the dogs.
2. Papa thought the red fern was God's way of helping Billy understand why his dogs died.

Spalding:

Dictate eight words to your child. Please see the list below.

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.
Writes the word in syllables while saying the word aloud.
Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>pre²ence₃</i>	They sensed an unknown presence.	
<i>pre²ents</i>	He received many birthday presents.	
<i>prim¹i₂tive₂</i> r.11	Cavemen used primitive tools.	R. 11: write base word without silent final e because ending starts with a vowel
<i>pri¹mar¹ily</i> r.5,24,6	She primarily felt happy.	R. 5: i may say i at the end of a syllable R. 24: change the y to i and add the ending R. 6: English words end in y not i
<i>pri¹ma¹ry⁰</i> r.5,11,4,6	Red is a primary color.	R. 5: i may say i at the end of a syllable R. 11: write base word without silent final e because ending starts with a vowel R. 4: a may say a at the end of a syllable R. 6: English words end in y not i
<i>prime⁰</i>	Three is a prime number.	
<i>pro¹fes¹sion¹al</i> r.4,15	She wants to become a professional baker.	R. 4: o may say o at the end of a syllable R. 15: si is used to say "sh" when the syllable before it ends in an s
<i>pro¹fes¹sion</i> r.4,15	Teaching is my profession.	R. 4: o may say o at the end of a syllable R. 15: si is used to say "sh" when the syllable before it ends in an s

Thursday:

Math:

Practice A, 5B TB p.148	<ol style="list-style-type: none">1. a) 17 b) 29 c) 14 d) 12 e) 2 f) $\frac{1}{4}$ g) $\frac{3}{4}$ h) 20 i) 32 j) 44 k) 6 l) 22. a) 3x b) 7x c) 2p3. a) 3p b) 5r c) f4. a) c b) 4k+7 c) 7n+55. a) 5g+2 b) 6x+3 c) 106. a) $\\$(y+1)$ b) \$97. a) 3x m b) 27 m8. a) 3x+4 b) 169. a) $\frac{50-y}{2}$ b) 6
-------------------------	---

History:

1. The name of the U.S. war between the North and the South was called the Civil War.
2. The North had numerous advantages going into the Civil War. The population of the North was nearly double that of the South, and the North was home to the majority of U.S. factories and railroads.
3. The South had several key advantages. The South was fighting a defensive war, meaning it did not have to conquer any territory in the North.
4. The Confederacy army was led by Robert E. Lee.

Literature:

Student answers will vary.

Spalding:

Dictate eighteen words to your child. Please see the list below.

- Parent: Say the word.
Say the word in a sentence.
Say the word again.
- Child: Repeats the word.
Writes the word while saying the word aloud.




Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.



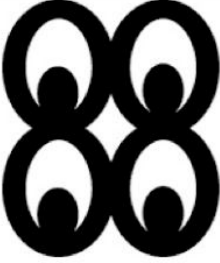
numerical	parliament	presence
numerous	perceived	presents
numeral	perceive	primitive
operation	performance	primarily
operator	perform	primary
operate	permanent	prime
orchestra	positive	professional
original	precipitous	profession
originated	precipice	
origin	previous	

Student Packet
Art-Monday

Remote Art Assignment Week 6: African Art, Adinkra

Adinkra symbols are used by the Asante Tribe in West Africa. They are found all over the beautiful country of Ghana. Adinkra symbols each represent a unique thought or concept. They were originally stamped on cloth that was only worn by royalty. In the tables below and on the back of this page, practice drawing these elegant symbols.

 <p>AKOMA NTOSO</p> <p>"linked hearts"</p> <p>symbol of understanding and agreement</p>	 <p>ANANSE NTONTAN</p> <p>"spider's web"</p> <p>symbol of wisdom, creativity, and the complexities of life</p>	 <p>ASASE YE DURU</p> <p>"the Earth has weight"</p> <p>symbol of providence and the divinity of Mother Earth</p>
<p>1st practice:</p>	<p>1st practice:</p>	<p>1st practice:</p>
<p>2nd practice:</p>	<p>2nd practice:</p>	<p>2nd practice:</p>
<p>3rd practice:</p>	<p>3rd practice:</p>	<p>3rd practice:</p>

 <p>BOA ME NA ME MMOA WO</p> <p>"Help me and let me help you"</p> <p>symbol of cooperation and interdependence</p>	 <p>FUNTUNFUNEFU- DENKYEMFUNEFU</p> <p>"Siamese crocodiles"</p> <p>symbol of democracy and unity</p> <p>The Siamese crocodiles share one stomach, yet they fight over food. This popular symbol is a remind that infighting and tribalism is harmful to all who engage in it.</p>	 <p>MATE MASIE</p> <p>"What I hear, I keep"</p> <p>symbol of wisdom, knowledge ,and prudence</p>
<p>1st practice:</p>	<p>1st practice:</p>	<p>1st practice:</p>
<p>2nd practice:</p>	<p>2nd practice:</p>	<p>2nd practice:</p>
<p>3rd practice:</p>	<p>3rd practice:</p>	<p>3rd practice:</p>

Math - Monday

Algebraic Expressions with all Four Operations

Turn to p. 144 in 5B TB Read Task 10:

Notice Tyrone has 5 bags with x amount of marbles. How would we find the total amount of marbles in the bags? We would express the amount of marbles Tyrone has in bags as $5x$.

- a) But Tyrone does not only have $5x$ marbles in bags, he also has **3** marbles outside of the bags. How could we express the total amount of marbles Tyrone has both in and out of the bags? We would express the total amount of marbles Tyrone has as $5x + 3$.
- b) If $x = 10$, how many marbles does Tyrone have? (Write down your answer)

Let's practice some more:

- Sam has 5 bags of marbles, with m marbles in each bag. How would we express how many marbles Sam has?

Total marbles Sam has = $5m$

- If $x = 10$, how many marbles does Sam have? We must plug in 10 for our m in our algebraic expression:
-

Total marbles Sam has = $5(10) = 50$ marbles

**recall that $5(10) = 5 \cdot 10 = 5 \times 10$*

- Sam adds 3 marbles to **each** bag. How many marbles does he now have?

We can write a few different algebraic expressions to find the total amount of marbles

$5(m+3)$ -or- $5 \times (m+3)$ -or- $(m+3) \times 5$

*recall that without the multiplication symbol it is customary to write our coefficient first. When using the multiplication symbol, because multiplication is commutative the order of the numbers does not affect the product.

- Because the coefficient **5** is being multiplied by the whole term **(m+3)** we can multiply **5** to both **m** and **3** and add the products. This is called the **distributive property** :

$$5 \times (m+3) = \overset{\text{multiply}}{\overbrace{5 \times (m+3)}} = 5 \times m + 5 \times 3 = 5m + 15$$

-or-

$$5(m+3) = \overset{\text{multiply}}{\overbrace{5(m+3)}} = 5m + 5 \times 3 = 5m + 15$$

*Please come to tutoring on Wednesday if this needs further explanation!

Practice 5B TB p. 144 - 145

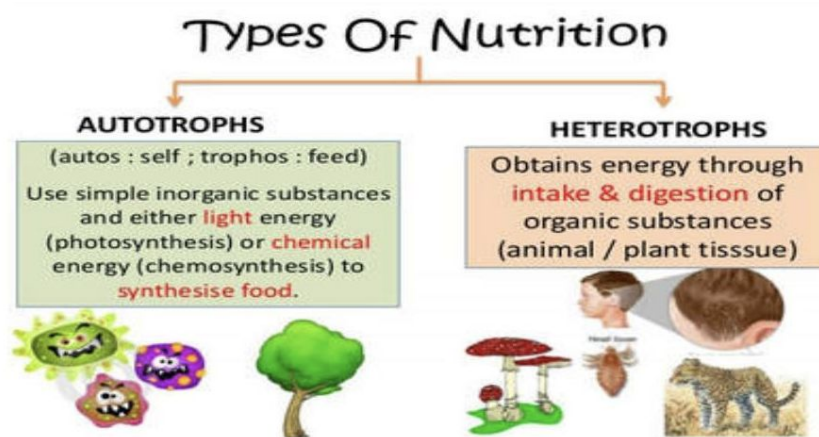
Create math flash cards for 7's (7x1 - 7x12). Practice for 5 minutes.

Science - Monday

Getting Nutrients

All animals, fungi and many bacteria consume other organisms to get the nutrition they need to live and survive. These organisms are called heterotrophs. Plants, algae, and some bacteria produce their own food, so they do not need to eat other organisms. These producers are called autotrophs. Heterotrophs get their nutrients by eating other organisms or parts of organisms, alive or dead, for food.

Food is important for two reasons. It provides building blocks for growth, development and system repair. And food is the source of energy that organisms need to live.



This Photo by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)

Butterfly Nutrition

Butterflies start life off as a tiny egg. When the egg hatches, the tiny larva, called a caterpillar, must eat. Every kind of butterfly has a particular kind of plant that it uses for food. Painted lady larvae feed on mallow plants. The mallow plant is an autotroph. It produces food from carbon dioxide, water and sunlight. The leaves are made of carbohydrates, lipids and proteins, nutrients that the caterpillar needs to live. The caterpillar nibbles off bits of leaf with its biting jaws and swallows them. The caterpillar's gut digests the leaf bits. Digesting releases the nutrients that the caterpillar uses to grow. The caterpillar grows and grows, laying in a supply of fat.

When the caterpillar reaches full size, it finds a proper location, attaches itself, hangs down and pupates. Inside its protective covering, the caterpillar changes into its flying phase. The insect does not eat during this stage in its life cycle. It uses energy and matter stored in its body to construct wings, legs and a new system for feeding.

After a couple of weeks, the hard-outer membrane splits. The adult butterfly climbs out and flexes its wings. After pumping fluid into the wing veins, the new painted lady can fly. The adult needs to feed in order to survive. The painted lady's digestive system has changed completely. The painted lady no

longer has biting jaws for nibbling on leaves. Its mouth has changed into a long thin tube called a proboscis. The tube is used to suck sweet nectar from the flowers. Nectar is a good source of sugar. Sugar provides energy for the butterfly. Flying requires a lot of energy, so access to an energy-rich food source improves the butterfly's chances of survival.

While the butterfly is going about its business, all of the other organisms in the ecosystem are going about their business, too. Animals in the ecosystem are looking for foods. The blue jay is always alert for his next meal. If he spots a painted lady larva munching on a mallow leaf, he will likely swoop down and gobble it up.



This Photo by Unknown Author is licensed under CC BY

Human Nutrition

How do you get your food? You are a player at all levels of a food pyramid. When you eat spinach, carrots, apples or green beans, you are eating producers. Animals that eat producers are primary consumers, like humans and cattle. When you eat a piece of roast beef, you're eating a primary consumer.

When you eat a sardine, you are eating a secondary consumer. Secondary consumers eat primary consumers. Sardines eat little primary consumers called zooplankton such as copepods and fish and crab larvae. Zooplankton eat producers called phytoplankton. If you have a piece of salmon, you are eating a third-level consumer. The salmon eats the sardine (a secondary consumer). So, when you eat the salmon, you are acting as a fourth-level consumer.

Shark, Orca	Top Level Consumers
Human, Sea Lion	4th Level Consumers
Salmon	3rd Level Consumers
Sardines	2nd Level Consumers
Zooplankton	1st Level Consumers
Phytoplankton	Producers

Humans are aggressive top consumers like tigers, sharks, orcas and eagles. But unlike those animals, we can also eat lower on the food pyramid.

How do you extract the nutrients you need from your food? You eat to feed the trillions of living cells that make up your body. The process of breaking human food into nutrients for cells is called digestion. Cells get energy and raw materials for three groups of nutrients. They are carbohydrates, fats and proteins.

Reflection Questions

1. What is the difference between heterotrophs and autotrophs?

2. What does food provide for organisms?

3. In what direction does energy flow in a food pyramid?

4. What level of consumer are humans?

Literature - Monday
Where the Red Fern Grows
Chapter 18 (30 minutes)

Directions: After reading the chapter, answer the following questions. Answer using complete sentences.

1. What did the hunter say had happened to the hounds?

2. Why did the dogs keep circling the tree?

3. What did Mr. Kyle call dog loyalty?

Poetry

Last week you began trying to memorize the underlined portion of our speech. Once you have recited (or read) the underlined portion five times, finish reading the remainder of the speech. Each day you will need to start reciting from the beginning of the speech to ensure you still remember it and can transition through the end of the speech smoothly.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

Spalding - Monday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. First time, write in your Spalding notebook. If you would like, repeat two more times in space provided.

Music - Tuesday

Name: _____

Class: _____

Time Signature, Bar Lines, and Double Bar Lines

Remember that the **time signature** specifies how many beats are contained in each measure of music (or **bar**). The **time signature** also specifies which note value equals one beat. Four/four-time signature, which looks like this: $\frac{4}{4}$, specifies that there are **four** beats per measure, and that the **quarter note** (\blacktriangleleft) gets one beat.

Bar lines (||) divide beats into equal groups depending on the time signature. Double bar lines (|||) are placed at the end of the last bar (measure) to show where the music ends.

Directions: For the lines below, draw the bar lines in the correct place based on the time signature. At the end of each line, draw a double bar line. Make sure you check the time signature so you know how many beats go in each measure.

Use the **Rhythm Study Guide** to help you determine where the bar lines should go in each line.

$\blacktriangleleft = 1$ $\text{||} = 1$ $\blacktriangleleft\blacktriangleleft = 1$ $\text{||} = 2$ $\text{—} = 2$ $\text{○} = 4$
quarter note quarter rest eighth notes half note half rest whole note

$\frac{4}{4}$ (bar line every four beats)

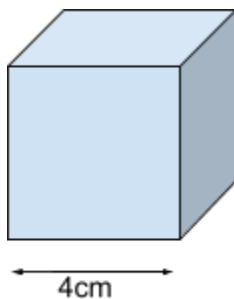
Ex: 1 + 1 + 2 = 4

$\frac{2}{4}$ Pay attention to the time signature (hint: TWO beats per measure)

$\frac{3}{4}$ (Hint: THREE beats per measure)

$\frac{5}{4}$ (Hint: FIVE beats per measure)

Math - Tuesday
Exponents in Algebraic Expressions



This cube measures 4 cm on the side. Recall the equation to find the volume of this cube:

$$\text{Volume of cube} = 4\text{cm} \times 4\text{cm} \times 4\text{cm}$$

To simplify our expression we can notice that the measurement **4cm** is being multiplied three times. We can also write this as:

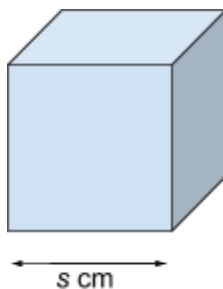
$$\text{Volume of cube} = 4^3 \text{ cm}^3$$

*The superscript “³” denotes that the digit **4** is being multiplied to itself three times, as well the superscript “³” on the **cm** measurement denotes the three dimensions being measured for volume (length x width x height)

From here we can do the math:

$$\text{Volume of cube} = 4^3 \text{ cm}^3 = (4 \times 4 \times 4) \text{ cm}^3 = 63 \text{ cm}^3$$

What if the side of the cube was unknown? We could use the letter *s* to label the side of our cube.

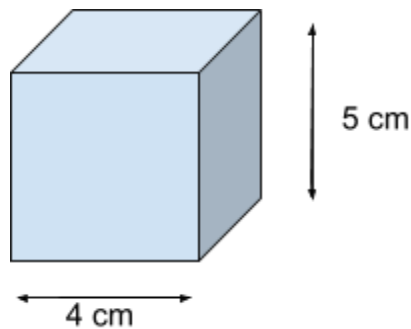


How could we find the volume of a cube with *s* cm side? Knowing that a cube has all equal sides, and knowing that volume is the product of our three dimensions length×width×height we can create this algebraic expression for our cube:

$$\text{Volume of cube} = \text{length} \times \text{width} \times \text{height} = s \text{ cm} \times s \text{ cm} \times s \text{ cm} = s^3 \text{ cm}^3$$

Now let's take a look at this box with a square base:

:



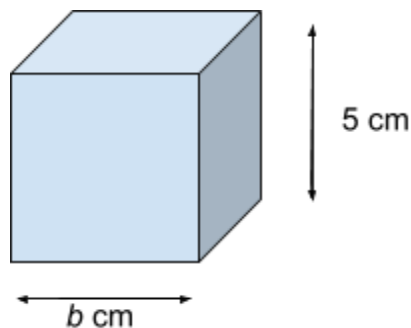
Before we find the volume of the box, let's find the **area** of the base:

$$\text{Area of base} = 4 \text{ cm} \times 4 \text{ cm} = 4^2 \text{ cm}^2 = 16 \text{ cm}^2$$

Now to find the volume of the box we multiply the area of the base by the height of the box:

$$\text{Volume of box} = 16 \text{ cm}^2 \times 5 \text{ cm} = (16 \times 5) \text{ cm}^3 = 80 \text{ cm}^3$$

But what if we didn't know the length of the side of the base of the box? We could label the length of the side of the base of the box b :



First we can find the area of the base, and then use it to find the volume:

$$\text{Area of base} = b^2 \text{ cm}^2$$

$$\text{Volume} = (b^2 \times 5) \text{ cm}^3$$

***Remember area is squared because it measure 2 dimensions ($l \times w$), and volume is cubed because it measures 3 dimensions ($l \times w \times h$)**

Practice 5B TB p. 145 tasks 15 -16

Complete 5B WB p. 142 -143 Exercise 2

Practice Math Flash Cards for 5 min

History - Tuesday



Events moved swiftly. Abraham Lincoln's term as president did not officially start until March 4, 1861. One month before then, on February 4, representatives from the seven seceding states met in Montgomery, Alabama.

Three days later, the seceding states announced the creation of a new nation, the Confederate States of America. The new nation was called the Confederacy for short. The Confederacy adopted a constitution guaranteeing the future of slavery. Then the representatives from the seven seceding states chose Jefferson Davis, a cotton planter and slave owner from Mississippi, as the first president of the Confederate States of America. Davis had fought bravely in the Mexican American War and had also served in Congress as a U.S. senator.

Even before the new Confederate States of America was declared, each of the states that seceded had begun to take over forts, arsenals, post offices, and other U.S. government property in their states. They believed the property belonged to them because the United States no longer had any rights within the Confederate States. By the time Lincoln took over as president, only two forts in the seven Confederate States remained under the control of the United States.

President Lincoln faced a massive problem as he began his term of office. Seven Southern states had already left the Union. Eight other slave states remained in the Union, but four of them had already warned Lincoln: if you use force against the seven states that seceded, we will join them. That would make the new Confederate States of America bigger and stronger. Yet Lincoln knew that if he did not use force, he could not make the seceding states return to the Union.

Lincoln decided to make one last appeal to the Southern states that had seceded. At the start of each new term of office, presidents take an oath of office and then deliver a speech, called the inaugural address. Lincoln used his inaugural address to appeal to the South to stay in the Union. He reassured the South, as he had done before, that he did not intend "to interfere with . . . slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination [desire] to do so."

When it came to secession, however, Lincoln said that he had no choice. As president he had a duty to preserve the Union, to enforce its laws, and to protect its property. But Lincoln told the South, "there will be no invasion, no using of force against or among the people anywhere." And he urged

the South not to do anything hasty. “We are not enemies, but friends,” said Lincoln in closing. “We must not be enemies.”

The president’s carefully chosen words changed nothing. It was too late for words. In South Carolina, events marched toward a showdown. One of the two Southern forts that the U.S. government still controlled was located on an island in the harbor of Charleston, South Carolina. This was Fort Sumter. Earlier, South Carolina had demanded that the fort be handed over along with all the others. Major Robert Anderson, in charge of the fort, refused.

But now Fort Sumter was running short on supplies. Major Anderson told the president that unless food arrived soon, he would have to give up.

The only way to get supplies to Fort Sumter was by ship. The ships would have to pass in front of the guns of the Confederate States located on other islands in the harbor. President Lincoln wanted to send the needed supplies, but he didn’t want to start a war over them. He informed South Carolina that the ships he was sending to Fort Sumter carried only food and supplies—no fresh soldiers, no guns, no ammunition. Surely, he believed, there would be no reason to fire on the ships. President Jefferson Davis of the Confederacy decided otherwise. If supplies reached the fort, Anderson and his men could continue to hold out. Davis would not allow that. Before the supply ships could arrive, he instructed the local commander to demand the fort’s surrender. When Major Anderson refused, Confederate cannons on shore opened fire. After thirty hours of shelling, Major Anderson surrendered.

That did it. Confederate guns had fired upon the forces of the United States of America. In the eyes of the Confederacy, its gunners had struck a blow for Confederate independence. In the eyes of the Union, they had started a rebellion. Soon after, Lincoln called for Americans to join the army to put down the rebellion. Of course, that was the very action those other four Southern states had warned against—using force against the seceding states. Now those states, too—Arkansas, Virginia, North Carolina, and Tennessee—withdraw from the Union and joined the Confederacy. The war had begun.

Reflection Questions

1. What name did the seceding states give to their new country?

2. Where was Fort Sumter, and who controlled it?

3. What were some of the problems that led to the Civil War?

Literature - Tuesday

Where the Red Fern Grows Chapter 19 (30 minutes)

Directions: After reading the chapter, answer the following questions. Answer using complete sentences.

1. How did Billy try to stop Old Dan's bleeding?

2. How did Billy feel when his dogs died?

3. What was the miracle from the dogs?

Poetry

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion five times and try to do a little more by memory each time. After you've practiced five times, recite (or read) the entire speech.

The Gettysburg Address President Abraham Lincoln November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

Spalding - Tuesday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. First time, write in your Spalding notebook. If you would like, repeat two more times in space provided.



The theater at Pompeii

Plays were not performed in Pompeii every day but only at festivals, which were held several times a year. There was therefore all the more excitement in the town when the notices appeared announcing a performance. On the day itself the shops were closed and no business was done in the forum. Men and women with their slaves set off for the theater early in the morning. Some carried cushions, because the seats were made of stone, and many took food and drink for the day. The only people who did not need to hurry were the town councillors and other important citizens, for whom the best seats at the front of the auditorium were reserved. These important people carried tokens which indicated the entrance they should use and where they were to sit. It is uncertain whether men and women sat separately or together, and women may have had to be content with a seat at the top of the large semicircular auditorium. The large theater at Pompeii could hold 5,000 people.

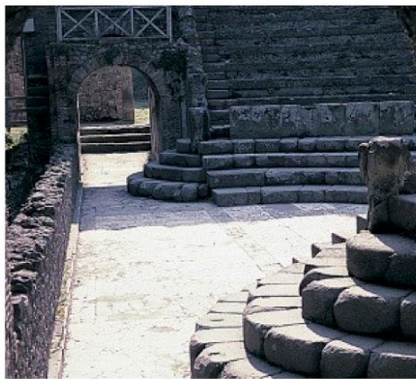
A dramatic performance was a public occasion, and admission to the theater was free. All the expenses were paid by a wealthy citizen, who provided the actors, the producer, the scenery, and costumes. He volunteered to do this, not only to benefit his fellow-citizens, but also to gain popularity which would be useful in local political elections.



A bronze head of Sorex, a famous Pompeian actor. Originally the eyes would have been inserted in lifelike colors.



Pompeii's main, open-air theater.



Pompeii's smaller, roofed theater.

The performance consisted of a series of plays and lasted all day, even during the heat of the afternoon. To keep the spectators cool, a large awning was suspended by ropes and pulleys across most of the theater. The awning was managed by sailors, who were used to handling ropes and canvas; even so, on a windy day the awning could not be unfurled, and the audience had to make use of hats or sunshades to protect themselves from the sun. Between plays, scented water was sprinkled by attendants.

One of the most popular kinds of production was the **pantomime**, a mixture of opera and ballet. The plot, which was usually serious, was mimed and danced by one masked performer, while a chorus sang the lyrics. An orchestra containing such instruments as the lyre, double pipes, trumpet, and castanets accompanied the performance, providing a rhythmical beat. Although there is evidence that women and girls sometimes performed in pantomimes, most performers were men who were usually Greek slaves or freedmen. They were much admired for their skill and stamina, and attracted a large following of fans.

Equally popular were the comic actors. The bronze statue of one of these, Sorex, was discovered at Pompeii, together with graffiti on walls naming other popular actors. One of these reads:

Actius, our favorite, come back quickly.



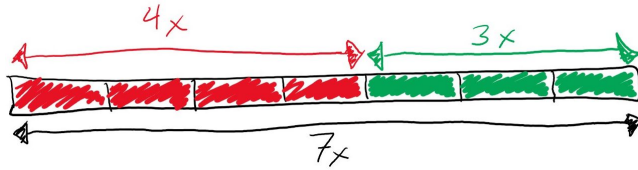
A mosaic of a theater performer.

Math - Wednesday

Simplifying Algebraic Expressions

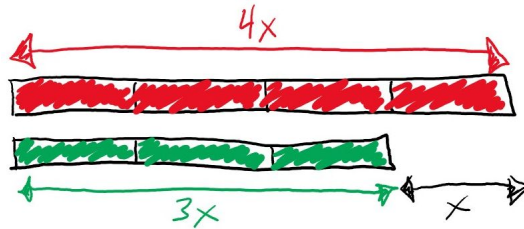
Turn to p. 146 in 5B TB task 18. Follow these instruction with your TB:

18. A) In your book you see there are 4 bags of red beads, and 3 bags of green bead, with each bag containing x amount of beads. There are many ways to find the total number beads. Your TB shows how to find the total number algebraically but lets try drawing a bar model also:



Here we can see that there are $7x$ amount of beads

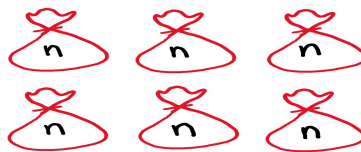
B) Again your TB shows you algebraically the difference of the amount of red beads and green beads. Let's look at another bar model as well:



Here we can see that there is an x amount difference between red beads and green beads.

Lets practice:

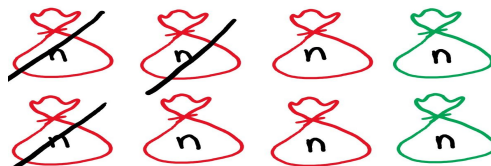
Say we have 6 bags of n marbles. The total amount of marbles we have are $6n$:



Now let's **take away** 3 bags. We express this algebraically as $6n - 3n$:



Finally let's add 2 bags back. This can be expressed algebraically as $6n - 3n + 2n$:



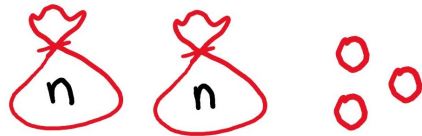
How many bags are there now?

In our picture we can count how many bags with n amount of beads there are. We can also find the amount by simplifying our expression $6n - 3n + 2n$. To simplify we combine our like terms:

$$6n - 3n + 2n = 3n + 2n = 5n$$

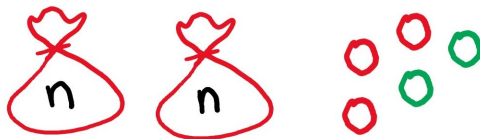
Let's try another one:

We have 2 bags with n amount of marbles and 3 single marbles:



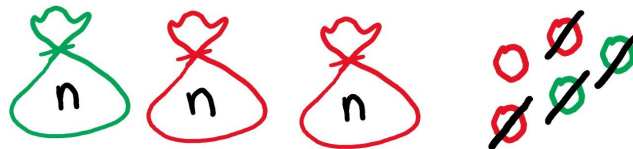
$$2n + 3$$

We **add** 2 more single marbles:



$$2n + 3 + 2$$

Now we **add** another bag of n amount of marbles and **take away** 4 single marbles:



$$2n + 3 + 2 + n - 4$$

From here we can combine like terms:

$$2n + 3 + 2 + n - 4 = 2n + n \quad 3 + 2 - 4 = 3n + 5 - 1 = 3n + 1$$

Practice 5B TB p. 47 task 20

Complete 5B WB p. 144 Exercise 3

Practice Math Flash Cards for 5 minutes.

Science - Wednesday

Plant Vascular Systems

General Sherman is the biggest living organism in the world. General Sherman is the name of a giant redwood tree living in Sequoia National Park in California. This giant tree stands over 85 meters tall and is 11 meters wide at the base.

Like all living organisms, General Sherman is a system made of living cells. Every cell needs water, nutrients, gases and waste removal. How do all General Sherman's billions of cells get the resources they need to survive?



General Sherman is a vascular plant. Vascular means “containing vessels”. You have vessels called arteries and veins. Many plants have vessels, too. Other vascular plants include wildflowers, sagebrush, cacti, orange trees, lettuce, strawberries, wheat, peas and celery. All vascular plants have a system of tubes running through them. These specialized structures transport nutrients to all the cells.

Xylem

Vascular plants have roots that reach deep into the soil. The roots take up water from the soil. The water enters long, hollow tubes called xylem. The xylem tubes start as long cells that are connected end to end. When the tubes are complete, the cells die. The resulting tubes transport water and minerals to the cells at the very top of General Sherman and to all the other living cells as well.

If you cut across the trunk of a tree, you can see the xylem tubes. New xylem cells grow all the time. The old xylem cells grow all the time. The old xylems tubes form the main trunk of the trees. We call the old xylem cells wood.

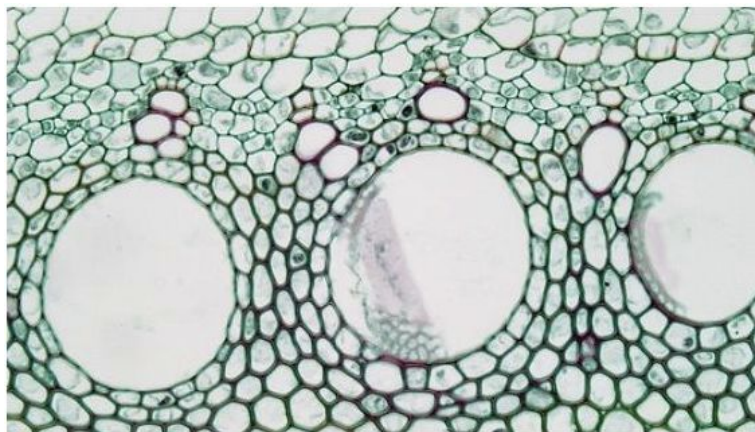


Phloem

The green leaves of plants produce sugar. The sugar is the food used by all the cells in the plants. Some cells, like root cells and flower cells, do not make sugar. They need to get sugar for the cells that make it.

Vascular plants have a second kind of tube called phloem. Phloem tubes transport a sugar-rich liquid called sap. The phloem delivers sugar to every living cell that cannot make its own sugar.

Many vascular plants have specialized structures called vascular bundles. A vascular bundle includes xylem tubes and phloem tubes. A celery stalk has vascular bundles you can see in the cross section. With a microscope, you can see the xylem and phloem bundles in other plants, like wheat.



Transporting Nutrients to and from the Leaves

Vascular plants have two systems of transport tubes that work together. Tubes running up from the roots make up the xylem system. Tubes carrying nutrients down the plant make up the phloem system.

Some green plant cells make more sugar than they need for energy. Extra sugar passes out of the cells into the tiny phloem cells. The sugar mixes with water to make a sweet liquid called sap. The sap flows through the phloem to call the cells that are not green. Cells that are not green cannot make their own sugar.

Comparing Plants and Animals

Multicellular animals and vascular plants have specialized vascular systems to transport nutrients. In both plants and animals, nutrients flow through systems of vessels. But the systems in animals are different from the systems in plants. Animals have one system of vessels. Blood flows from the heart to the cells in arteries. Nutrients transfer the cells in capillaries. Then the blood returns to the heart in the veins. Blood flows around and around, transporting everything cells need.

Plants have two systems of vessels that are not connected. Water flows from the roots to through the xylem tubes to all the cells. The water carries minerals as it goes. Extra water then evaporates into the air. Water passes through the plant. It does not circulate like the blood in animals.

Water and sugar (sap) come out of the green cells and flow to all the other cells in phloem tubes. The phloem carries food and water for the cells.

Plants have two “one way” systems. One system transports water and minerals up, and the other system transports nutrients down. Animals have one system that goes around and around.

Reflection Questions.

1. What system transports water and minerals up the plant?

2. What is sap?

3. What structure in the plant transports sap to the rest of the plant?

4. How do vascular systems help plants live and survive?

Literature - Wednesday

Where the Red Fern Grows Chapter 20 (30 minutes)

Directions: After reading the chapter, answer the following questions. Answer using complete sentences.

1. What did Billy see when he said goodbye to the dogs?

2. What did Papa think the red fern did?

Poetry

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion five times and try to do a little more by memory each time. After you've practiced five times, recite (or read) the entire speech.

The Gettysburg Address President Abraham Lincoln November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

Spalding - Wednesday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. First time, write in your Spalding notebook. If you would like, repeat two more times in space provided.

PE - Thursday

Select one or both of the following activities for Physical Education.

Activity: Sports Charades

Game Instructions

- The object of Sports Charades is for the guessers to call out the sport that the actor is demonstrating.
- Actors cannot speak or make sounds — only movements.
- Choose a sport from the list below. Do not choose a sport that has already been used.
- Be creative! You may use sports not in the list below as long they are factual. For example, specific events such as the long jump, triple jump, or pole vault.

List: Basketball, Archery, Baseball, Football, Dodgeball, Cheerleading, Soccer, Volleyball, Hockey, Golf, Horse Racing.

Activity: Card PE

Game Instructions

- Use a standard deck of 52 playing cards from Ace to King.
- Each card is given a value. For example, an Ace is one repetition with each number increasing in value to the King equaling 13 repetitions.
- You may select any exercise to perform with the draw of each card, however, you may not do the same exercise two cards in a row.
- Try to complete the entire deck throughout the week.

Example: My first card is an Ace (One pushup), my second card is a 10 (10 jumping jacks)....now I can go back to pushups for the next card.

Math - Thursday

Practice A

Today we will review what we have worked on this week. These are a few examples:

1. Find the value of the expression when $y = 4$

$$\begin{aligned} 50 - 3y^2 &= 50 - 3(4)^2 = 50 - 3(4 \times 4) \\ &= 50 - 3(16) \\ &= 50 - 48 \\ &= \boxed{2} \end{aligned}$$

2. Simplify the following expressions:

a. $2p + 2p - p$

$$\begin{array}{c} 2p + 2p - p \\ \swarrow \quad \searrow \\ 4p - p \\ \swarrow \quad \searrow \\ 3p \end{array}$$

b. $4r - 2r + 3r$

$$\begin{array}{c} 4r - 2r + 3r \\ \swarrow \quad \searrow \\ 2r + 3r \\ \swarrow \quad \searrow \\ 5r \end{array}$$

c. $5f - f - 3f$

$$\begin{array}{c} 5f - f - 3f \\ \swarrow \quad \searrow \\ 4f - 3f \\ \swarrow \quad \searrow \\ f \end{array}$$

3. A rope is x m long. An iron rod is 3 times as long as the rope.
 - a. Express the length of the iron rod in terms of x .
 - b. If the rope is 9m, how long is the iron rod?

a) length of iron rod = $3x$

b) $x = 9\text{m}$

$$\begin{aligned} \text{length of iron rod} &= 3(9\text{m}) \\ &= 27\text{m} \end{aligned}$$

Practice 5B TB p. 148 Practice A: Even Numbered Questions (Complete the page for extra practice)

Practice Math Flash Cards for 5 minutes.

History - Thursday



A holiday mood filled the air on July 21, 1861, as people climbed into their carriages to ride from Washington, D.C., into the Virginia countryside. They were heading for Manassas Junction, about thirty miles away. There, they planned to have lunch while watching the first battle of the Civil War.

Five days earlier, about thirty-five thousand Union troops marched out of the nation's capital shouting, "Forward to Richmond!" Richmond, Virginia, was the capital of the new Confederate States of America, and the Union army wanted to capture it. After several days the Union soldiers reached Manassas Junction. A Confederate force of twenty-five thousand was there to meet them. Newspapers in Washington reported that a battle was expected to begin shortly. This was the battle the people had come to watch.

A few miles away, near a small stream called Bull Run, the fighting had already started. People could hear the roar of cannons and the crackle of gunfire in the distance.

'Good, we're on time for the show,' the spectators thought. They were anxious not to miss this first battle of the war, for it might well be the last one. At least, that's what most people in the North were saying. The Union army would take the field, defeat the rebels quickly, and go on to capture Richmond. The Southern states would then return to the Union, and the war would be over.

Many Southerners also expected the war to end quickly, but with a different result. As one Georgia woman later remembered, "We had an idea that when our soldiers got upon the ground and showed unmistakably that they were really ready and willing to fight . . . the whole trouble would be declared at an end."

Both sets of expectations were wrong. The tide of battle that day went back and forth, with neither side able to get the upper hand at first. Except for the top officers, most soldiers on each side were untrained, disorganized, and confused. They were also amazingly brave.

Late in the afternoon it appeared that the Union forces might be winning. Then 32,300 fresh Confederate troops arrived by train and quickly entered the battle. That was enough to turn the tide. The half-trained Union soldiers began to retreat—first a few, then more and more, until finally thousands dropped their guns and ran in panic toward the picnickers.

Now, frightened sightseers scrambled back to their carriages. They were joined on the road by the fleeing soldiers, some of them wounded, some just tired, and all of them frightened. For hours, the road to Washington was clogged. Fortunately for the Union side, the Confederate generals decided that their own troops were too tired to pursue the Union soldiers.

Watching the men straggling back to the capital the next day, a British journalist wrote: “I saw a steady stream of men covered with mud, soaked through with rain. . . . [I asked] a pale young man who looked exhausted to death . . . where the men were coming from. ‘Where from? Well, sir, I guess we’re all coming out of Virginnny as fast as we can, and pretty well whipped too. . . . I know I’m going home. I’ve had enough of fighting to last my lifetime.’”

After the First Battle of Bull Run, the hard truth began to sink in. This war would not end quickly after all. It would probably be long and bloody.

How would the war end? No one could say. But the North did have many advantages. The North’s population was about twice as large as the South’s total population. However, as the South had no intention of giving guns to slaves, the North actually had four times as many men who could fight on the battlefields. With its mills and factories, the North could produce twenty times as much iron, twenty-five times as much railroad equipment, and thirty times as many guns as the South. With other factories producing all the clothing, blankets, tents, and medical supplies needed by the Union armies, the North didn’t have to rely on European countries for these goods, as the South did. And with many more miles of railroad track, the North could move its troops and supplies more easily than the South.

There is more to winning a war than having such advantages as the North, however. Remember the American Revolution? Great Britain had a far larger population. It had a bigger and better trained army. It had a larger navy. It had far more weapons than the American Patriots. But it still lost the war. Would this happen to the North as well?

At the start of the Civil War, both sides had plenty of men and supplies. The North’s larger population and factory production would be a big advantage only if the war dragged on for a number of years. That’s when Confederate armies would feel the pinch of not having enough men to replace those killed and wounded. That’s when they would find themselves short of supplies. But if the Confederate

army could win enough early battles, Northerners might lose heart and quit the war before their advantages really mattered.

The Confederacy had its own advantages, too. The biggest was that it was fighting a defensive war. The South did not have to conquer an inch of Northern land to win. All it had to do was successfully defend its own land against Northern armies. Knowing that they were fighting to defend their own land and homes gave Southern soldiers an extra reason to fight hard.

Another benefit for the South came in the form of one man— an outstanding general by the name of Robert E. Lee. In fact, President Lincoln asked Lee to take charge of all the Union armies. But Lee, like so many others of that time, felt a deep attachment to his home state of Virginia. In fact, many people at that time referred to their home state as their “country.” As it was just a matter of time before Virginia joined the Confederacy, Lee refused President Lincoln’s offer, explaining, “If I owned four million slaves, I would cheerfully give them up to save the Union. But to lift my hand against Virginia is impossible. . . . [I cannot] fight against my relatives, my children, my home.”

Instead, Lee chose to be a general in the Confederate army. Lee proved to be a great general and was deeply respected by his men. Although his armies were usually outnumbered, General Lee used daring surprise moves to win many victories. Although it took a little longer, able generals emerged for the Union side also.

Reflection Questions

1. What was the name of the U.S. war between the North and the South?

2. Why would a longer war favor the Union side?

3. What resources and advantages did each side have at the start of the Civil War?

Literature - Thursday

Directions: Think about *Where the Red Fern Grows*. What did you like about the book? What did you not like? Why did or didn't you like these parts? How did you relate to Billy? Answer these questions in the space provided below. Put thought into your answer to prepare you for your Friday assessment.

Poetry

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion five times and try to do a little more by memory each time. After you've practiced five times, recite (or read) the entire speech.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

Friday Assessments

Math

- Find the value of each of the following when $x = 3$
 - $2x - 5$
 - $x^2 - 8$
 - $119 - 3x^2$
 - $(3x - 1) / 4$
- Simplify the following expressions.
 - $3y - 2y + y$
 - $7m - 3 + 6m$
- Don will be $8x$ years old. How old was Don 5 years ago? Give your answer in terms of x .
- A piece of wood is m ft. long. It is sawn into 5 equal parts. What is the length of each part?
- The perimeter of a rectangle is $100p$ cm. Its length is $40p$ cm.
 - Find the the width
 - If $p = 2$, find the area of the rectangle

Science

1. What is the difference between heterotrophs and autotrophs?

2. Give two reasons why food is important for living organisms.

3. How do vascular systems help plants live and survive?

4. Name the two transport systems in plants and describe their functions.

History

1. What were some of the problems that led to the Civil War?

2. How did the First Battle of Bull Run change people's expectations about the war?

3. Why would a longer war favor the Union side?

4. What resources and advantages did each side have at the start of the Civil War?

Spalding

Directions: Listen to the word. After the word is said, write the word in space provided. Remember to use your best Spalding handwriting.



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Monday, April 27th, 2020

Tuesday, April 28th, 2020

Wednesday, April 29th, 2020

Thursday, April 30th, 2020

Friday, May 1st, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____