



# 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](http://www.greatheartswesternhills.org)

**Dear Fifth Grade Families,**

Despite the challenge of the pandemic, we are moved by your care and concern for the community of Great Hearts Western Hills. Your scholars are learning perseverance during a historic crisis and learning to care for one another as well as the value of family relationships. After this week, we will only have 2 weeks left; we encourage you to continue to assist your scholars and reach out to us for any of your needs. The book “Across Five Aprils” is the most challenging book; in science they will study brain functions and in history they will continue with the Civil War - a war with implications for our day.

Continue to nurture your scholars with love, and take care of yourselves and your families. We are here for you and do not hesitate to reach out to us.

Kindly,

Your 5th Grade Teachers

Mr. Craig Cowley - 5A Lead	<a href="mailto:craig.cowley@greatheartswesternhills.org">craig.cowley@greatheartswesternhills.org</a>
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Sections in **bold** are necessary for printing. The rest can be viewed online and completed on notebook paper.

## Parent Packet

### 5th Grade - Monday Checklist

<b>Art (20 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Complete Assignment
<b>Math (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
<b>Science (30 mins)</b>	<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
<b>Literature/Poetry (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 57-66 (end of chapter 4) <input type="checkbox"/> <u>Independent Work</u> : Student creates vocabulary cards <input type="checkbox"/> <u>Independent Work/Parent Assisted</u> : Student practices poetry
<b>Spalding (10 mins)</b>	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in notebook

### 5th Grade - Tuesday Checklist

<b>Music (20 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Complete Worksheet
<b>Math (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
<b>History (30 mins)</b>	<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
<b>Literature/Poetry (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 67-77 <input type="checkbox"/> <u>Independent Work</u> : Student creates vocabulary cards <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry
<b>Spalding (10 mins)</b>	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in notebook

### 5th Grade - Wednesday Checklist

<b>Latin (20 mins)</b>	<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
<b>Math (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
<b>Science (30 mins)</b>	<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
<b>Literature/Poetry (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 78-86 <input type="checkbox"/> <u>Independent Work</u> : Student creates vocabulary cards

	<input type="checkbox"/> <u>Independent Work</u> : Student practices poetry
<b>Spalding (10 mins)</b>	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in notebook

5th Grade - Thursday Checklist

<b>PE (20 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Complete Workout
<b>Math (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
<b>Science (30 mins)</b>	<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
<b>Literature/Poetry (30 mins)</b>	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 87-93 <input type="checkbox"/> <u>Independent Work</u> : Student creates vocabulary cards <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry
<b>Spalding (10 mins)</b>	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in space provided

## Answer Keys

**Monday:**

**Math:**

Practice 5B TB p. 156-157 Tasks 1-3	1. a) (9,4) b) (0,6) c) (-9,6) d) (-4,0) e) (-5,-7) f) (0,-3) g) (8,-9) h) (10,0) 2. (0,0) 3. a) 1st b) 3rd c) 4th d) 2nd e) 2nd f) 3rd
Complete 5B WB p. 151 Exercise 7	1. 1st quadrant - ordered pairs make a star 2nd quadrant - house 3rd quadrant - triangular prism 4th quadrant - square pyramid

**Science:**

1. The 3 main parts of the brain are cerebrum, the cerebellum and the brain stem. The cerebral cortex processes signals that come into the brain to help us think, recognize faces and plan ahead.
2. The brainstem relays messages to and from the cerebellum and cerebrum. It also regulates breathing and body temperature.
3. Sensory neurons are brain cells that send messages from the environment to the brain. Motor neurons are brain cells that send messages to the muscles and other systems, telling them to act and move.

**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
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<i>ter ri to ri al</i> r.29,4,24	Dogs are very territorial animals.	R. 29: double the r because e does not say its name. R. 4: o may say o at the end of a syllable. R. 24: change y to i and add ending.
<i>ter ri to ry</i> r.29,4,24	It was unclaimed territory.	R. 29: double the r because e does not say its name. R. 4: o may say o at the end of a syllable.
<i>thor ough ly</i> r.6	The class thoroughly enjoyed the story.	R. 6: English words end in y not i.
<i>tre men dous</i> r.4	The thunder made a tremendous crash.	R. 4: e may say e at the end of a syllable.
<i>judg ment</i>	He passed judgment.	
<i>judge</i> r.23	Do not judge a book by its cover.	R. 23: use dge at the end of a syllable following a vowel that says its first sound.
<i>rec om mend</i> r.29	Which restaurant do you recommend?	R. 29: double the m because o does not say its name.
<i>rec om men ded</i> r.29,28	She recommended they go to a movie.	R. 29: double the m because o does not say its name. R. 28: ed makes a verb past tense.
<i>al le giance</i> r.29,4	The vowed allegiance to their country.	R. 29: double the l because a does not say its name. R. 4: e may say e at the end of a syllable.
<i>al lege</i> r.29		R. 29: double the l because a does not say its name.

Tuesday:

Math:

Practice 5B TB p. 158-159 Tasks 4-5	1. a) (-6,-4), (-4,-2), (-2,0), (0,2), (2,4), (4,6) b) 2 c) 4 d) -4 e) 2 f) $y=x+2$ g) answers may vary 2. a) y: -5, -4, -3, -2, -1, 0 (-2,-5), (-1,-4), (0,-3), (1,-2), (2,-1), (3,0) b) Line c
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History:

1. Stonewall Jackson died from wounds received from his own men. The South lost an important leader.
2. It was the last time Confederate forces invaded the North, and it turned the tide of the battle in favor of Union forces.
3. General Meade failed to pursue Lee's forces and allowed them to escape across the Potomac.

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>a byss</i> r.4,17	He ran into the abyss.	R. 4: a may say a at the end of a syllable. R. 17: we often double s at the end of a base word.
<i>ac quain tance</i>	I am pleased to make your acquaintance.	R. 1: q is always followed by u.
<i>a pol o gize</i> r.4,3,24	You need to apologize for your	R. 4: a/o may say a/o at the

	behavior.	end of a syllable. R. 3: i lets the g say its second sound. R. 24: change y to i and add ending.
<i>ap' pro pri ate</i> r.29,4	The boy chose to appropriate his classmate's pencil.	R. 29: double the p because a does not say its name R. 4: o may say o at the end of a syllable.
<i>ap' pro pri ate</i> r.29,4	The girl gave an appropriate response.	R. 29: double the p because a does not say its name. R. 4: o may say o at the end of a syllable.
<i>can ta loupe</i> r.4	The fruit salad contains cantaloupe.	R. 4: a may say a at the end of a syllable.
<i>cau li flow er</i>	The pizza crust was made from cauliflower.	
<i>cem e ter y</i> r.2,4,6	The children walked through the cemetery.	R. 2: e lets the c say its second sound. R. 4: e may say e at the end of a syllable. R. 6: English words end in y not i.
<i>chan de lier</i> r.4,12	The chandelier fell to the ground.	R. 4: e may say e at the end of a syllable. R. 12: we use ie because it does not follow c, it does not say a, and it is not an exception.
<i>fi nan cier</i> r.11	Hamilton was a financier.	R. 11: write base word without silent final e because ending starts with a vowel

Wednesday:

Math:

Practice 5B TB p. 160-161 Tasks 6-8	1. a) A:(-6,3) B: (-3,3) C: (0,3) D: (3,3) E: (6,3) b) 3 c) A,B,C,D,E d) 3 e) 3 2. a) P:(-4,9) Q:(-4,4) R:(-4,0) S:(-4,-4) T:(-4,-8) b) -4, c) P,Q,R,S,T d) -4 e) -4 3. a) (4,4) b) (4,-5) c) (-5,-5) d) d e) y f) y=x
Complete 5B WB p. 152 Exercise 8	1. a) y:4,3,2,1,0,-1,-2 (x,y):(0,4),(1,3),(2,2),(3,1),(4,0),(5,-1),(6,-2) c) (-10,-4), (-1,5),(8,-4) d) 90 units <sup>2</sup> e) -4 f) line a

Science:

1. The sensation will fade over time; the body will adjust to the sensation.
2. If there is not a large enough sensation, the body will not detect the stimulus.
3. Concentration, planning and problem solving occur in the frontal lobe. Vision occurs in the occipital lobe. Hearing occurs in the temporal lobe.

Spalding:

Dictate nine 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>chauf fe ur</i> r.29,4	He had to chauffeur the children all day.	R. 29: double the f because u does not say its name.
<i>com bus ti ble</i>	The materials are highly combustible.	

<i>con sci en ti<u>ous</u></i> r.14	The boy was very conscientious.	R. 14: ti may be used at the beginning of a syllable.
<i>dis cern i ble<u>4</u></i> r.2	She had no discernible features.	R. 2: e lets the c say its second sound.
<i>dis cern</i> r.2	He had to discern the solution.	R. 2: e lets the c say its second sound.
<i>dis ci pline<u>5</u></i> r.2,11	They had to discipline themselves.	R. 2: i lets the c say its second sound.
<i>dis pense<u>5</u></i>	The child waited for the candy to dispense.	
<i>dis sen sion</i> r.29,14	The decision led to dissension of the group.	R. 29: double the s because i does not say its name. R. 14: si may be used at the beginning of a syllable.
<i>dis sent</i> r.29	There was no dissent from their view.	R. 29: double the s because i does not say its name.

**Thursday:**

**Math:**

<b>Practice 5B TB p. 161 task 10</b>	1. a) 75, 100, 125 c) 75, 100, 125 d) yes e) 6 min 2. a) y: -3, -1, 1, 3, 5, 7 (0,-3), (1,-1), (2,1), (3,3), (4,5), (5,7) b) b c) -9 d) -1
<b>Complete 5B WB p. 153-154 Exercise 9</b>	1. a) 30,45,60,75 b) 15x c) (1,15) (2,30) (3,45) (4,60) (5,75) e) 6 gal f) 8 2. a) y: 2, 3.5, 5, 6.5, 8, 9.5 (x,y): (0,2), (1,3.5), (2,5), (3,6.5), (4,8), (5,9.5) c) 2 d) -4 e) between -1 & -2

**History:**

1. Union victories improved spirits in the North, which made it easier for Lincoln to win reelection.
2. Lincoln's plan was to get the Southern states back into the Union quickly and without harsh punishment.
3. Grant's forces defeated Confederate troops at the Battle of the Wilderness, and the cities of Richmond and Petersburg fell to the Union. Sherman's total war strategy began to break the spirit of the Confederacy and led to the destruction of necessary supplies. Grant's troops ultimately forced Lee's exhausted and hungry troops to surrender at Appomattox.

**Spalding:**

Dictate twenty-nine 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.

territorial	abyss	
territory	acquaintance	chauffeur
thoroughly	apologize	combustible
tremendous	appropriate (verb)	conscientious
judgment	appropriate (adj)	discernible
judge	cantaloupe	discern
recommend	cauliflower	discipline
recommended	cemetery	dispense
allegiance	chandelier	dissension
allege	financier	dissent

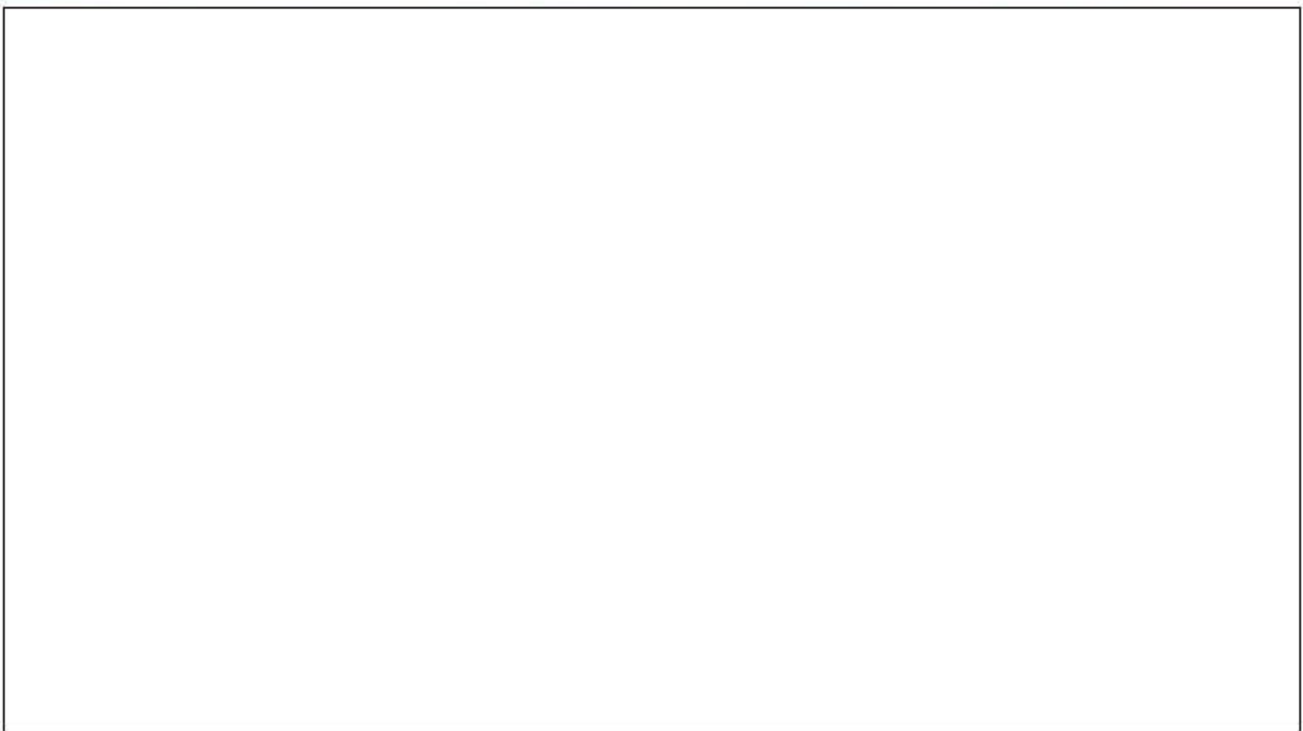
## Student Packet

### Remote Learning Assignment: Renaissance

#### The Creation of Adam, Sistine Chapel

The Sistine Chapel is in Italy and is best known for the paintings done by Renaissance artist, **Michelangelo** di Lodovico Buonarroti Simoni.

Below is a small part of the scene on the ceiling of the Sistine Chapel called *The Creation of Adam*. Try sketching it in the area below the photo.



Hands are difficult to draw, but luckily you can use your own as models to practice.

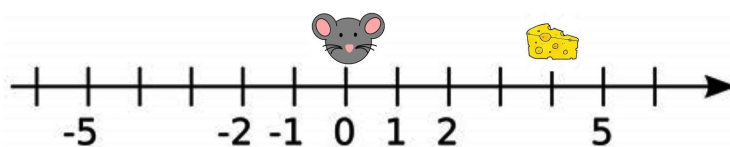
With your drawing tool in your right hand, try drawing a picture of your left hand.

With your drawing tool in your left hand, try drawing a picture of your right hand.

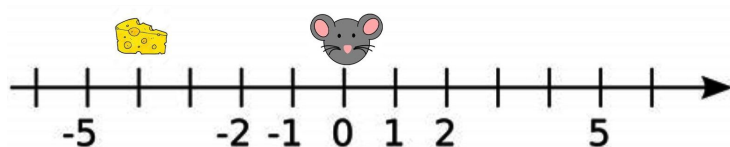
## Math - Monday

### Ordered Pairs

Last week we learned how to utilize a number line to determine arithmetic using integers. Today we will use a number line to help a mouse find its way to a piece of cheese. Examine the following:

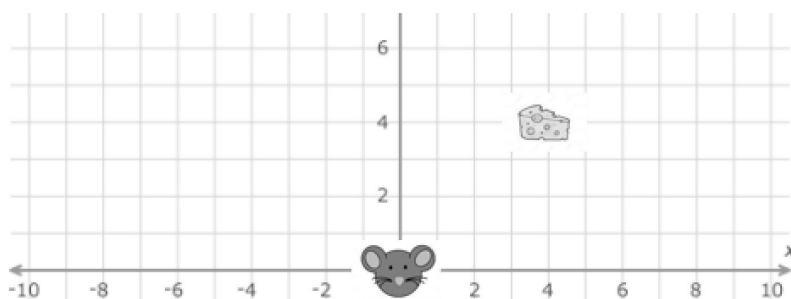


How many units does the mouse need to go to get to the cheese? If you said 4 units to the right, you are correct. How about this one?

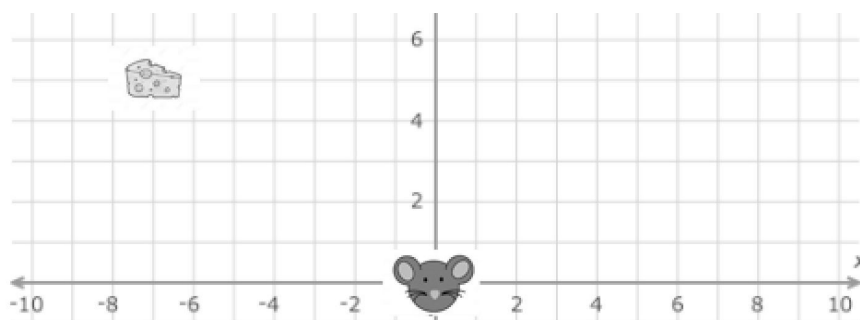


If you said -4 units to the left, you are correct.

Here we see on a number line we can tell the mouse to go either left or right. But what if the mouse needed more direction than that?



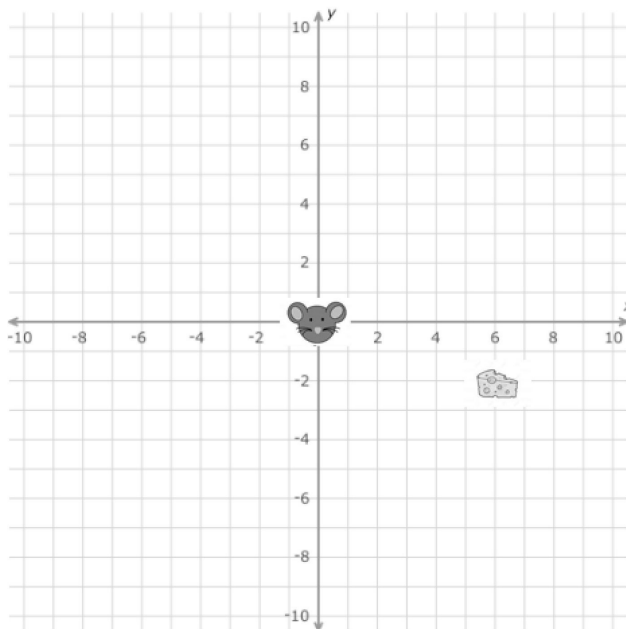
Here we need to tell the mouse how many units to the left or right first, and then how many up. If you said to go 4 units to the right, and 4 units up you are correct. The position of the cheese can be determined as an **ordered pair (4, 4)**. Try the next one:



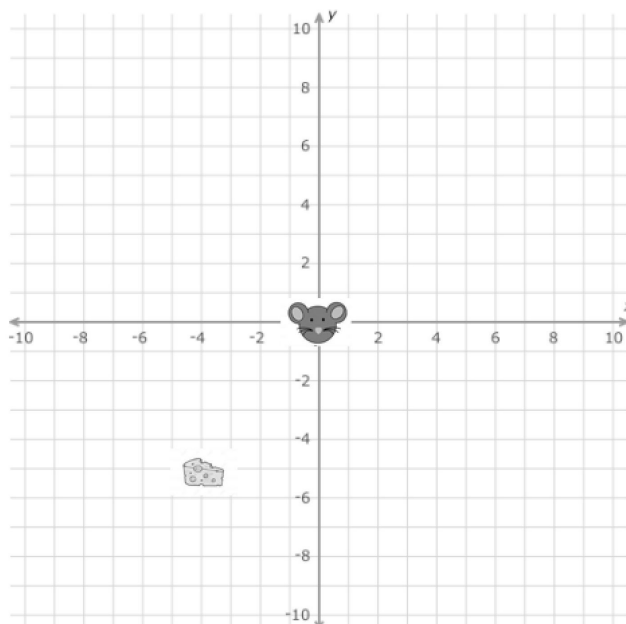
How many units does the mouse need to go left or right, and how many up?  
If you said -7 units left, 5 units up, or, **(-7, 5)**, you are correct.

Notice that the horizontal number line, or the x-axis, has positive integers to the right of 0 and negative integers to the left of 0. Similarly the vertical number line, or the y-axis, has positive numbers above 0, and negative numbers below 0. **Remember, you must tell the mouse to go left or right first, then up or down.**

Try this one:



If you said to go right 6 units and down -2 units, or, (6, -2) you are correct. Try the next one:



The ordered pair for the cheese is **(-4, -5)**

**Practice 5B TB p. 156-157 Tasks 1-3**

**Complete 5B WB p. 151 Exercise 7**

## Science - Monday

### Structures of the Brain

The human brain is a compact mass weighing about 1.5 kilograms (kg). The spinal cord extends from the brain down through a hole in the backbone. The brain and spinal cord make up the central nervous system. The central nervous system is completely enclosed in bone. The brain is surrounded entirely by the cranium or skull.

The brain has 3 major parts, the cerebrum, the cerebellum and the brain stem. The largest part of the human brain is the large bumpy folded cerebrum. It has two halves, the right and left hemispheres. The spheres are symmetrical and are connected to each other. The cerebrum makes up about 70 percent of the mass of the whole human nervous system. The lobes of the lobes of the cerebrum have areas that have specific functions.

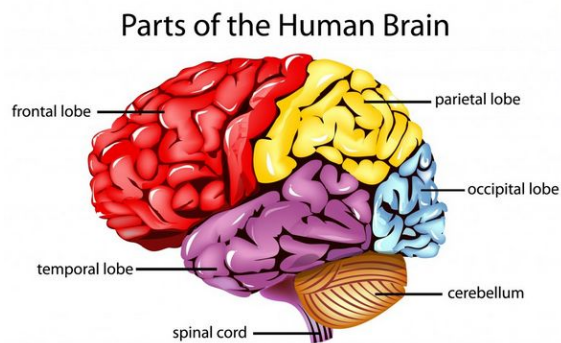
It also has a distinctive set of folds. The fold patterns are similar for all human beings. The folded outer surface is called the cerebral cortex. The cerebral cortex processes the signals that come into the brain. Without this thin surface layer, we would not be able to think, recognize faces, or plan ahead.

The more folds a brain has, the more it can process. The cerebrum of a rat, for instance, is smooth, implying that it is not a big thinker. The brain of a dolphin, on the other hand, is more folded than a human's,

The small, roundish structure that lies below and to the back of the brain is cerebellum. It makes up about 11 percent of the mass of the brain. It processes information from the muscles, tendons, and inner ear. It uses this information to manage and maintain balance and coordination.

At the center of the brain is a small, cordlike structure called the brain stem. It connects the brain and spinal cord and relays messages to and from the cerebrum and the cerebellum. The brain stem regulates many body functions such as heartbeat, breathing and body temperature. You can survive damage to the cerebrum or cerebellum, but damage to the brain stem is usually fatal.

The brain stem also relays information from the body to other parts of the brain. In general, the right hemisphere of the brain receives from and sends messages to the left side of the body, and vice versa. The brain stem coordinates the cross over.



## Brain Messages

If an ant is walking on your arm, you know it even if you don't see it. Its feet tickle you, and without even looking, you raise your other arm to brush the ant away. How are you able to do that?

Your arm has touch receptors for the sensation we know as tickle. The ant walking on your arm is a stimulus. When a tickle receptor is stimulated, it sends a message to your brain, alerting you to a problem. Your brain decides how to respond. It sends a message to your arms, telling them what to do to brush away the ant.

The special cells that make up your brain and the rest of your nervous system are neurons. You have several hundred billion neurons throughout your body and brain. These neurons are constantly sending messages from one place to another. Your touch receptors, photoreceptors, (light sensors) and hearing, taste and smell receptors are all on the ends of neurons. These sensory neurons send messages from the environment to the brain. If your brain decides that you should act, it sends out messages to your muscles or other systems, telling them to snap into action. This call to action is sent on motor neurons.

Sensory neurons and motor neurons are like wires carrying an electric signal. Sensory neurons carry messages to the brain and motor neurons carry messages away from the brain. Sensory neurons give the brain information, and motor neurons send instructions to the muscles. Your arm responds to the message from the motor neurons by contracting certain muscles. Sensory neurons called stretch receptors give the brain feedback and tell it how much the muscles are stretched or contracted. This communication between the brain and muscles is happening constantly, all over the body.

Sending messages takes time. The longer the pathway, the longer it takes to produce a result. The interval is called response time. You might have noticed this delay when you can see it being stubbed and hear the sound before you feel the pain! The pathway from your eyes and ears to your brain is much shorter than the pathway from your toes to your brain. So the sensory neurons in your eyes and ears get their message to the brain before the sensory neurons in your brain can.

## Reflection Questions

1. What are the three main parts of the brain? What does the cerebral cortex process do?

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2. What functions does the brain stem control?

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3. What are sensory neurons, and what is their role? What are motor neurons?

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## Literature/Poetry - Monday

Across Five Aprils

Pages 57 - 66

Vocabulary: Make vocabulary cards to study using the following words:

Capitulation - the terms of surrender

Rebuke - to speak in a critical way

Skepticism - an attitude of doubting the truth of something

You will have a vocabulary quiz on Friday.

### 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 (what we've memorized so far) to jog your memory. We will begin adding on tomorrow. Our poetry is due NEXT FRIDAY!

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.

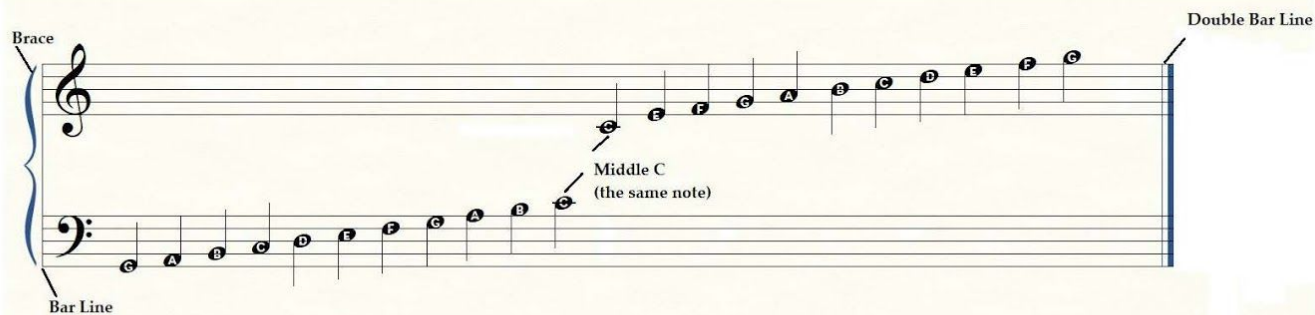
## Music - Tuesday

Name: \_\_\_\_\_

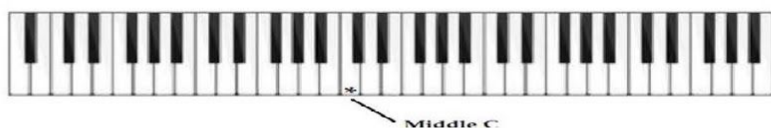
Class: \_\_\_\_\_

### *The Grand Staff*

The Grand Staff is the treble and bass staves joined together by a **bar line**, **brace**, and **double bar line**.



“Middle C” is written on a ledger line between the treble and bass staff.



Middle C divides the grand staff in half just like it divides the piano keyboard in half. It is in the “middle.”

**Directions:** In the Grand Staff below, write in the names of the notes on the lines under each note. Use the diagram above to help you. Remember, when naming notes we use *CAPITAL* letters. Also, remember that the **music alphabet** goes from “A” to “G”: **ABCDEFG**. Use the same letters over and over again. When you get to “G,” start over again with “A.”

## Math - Tuesday Linear Graphs

Review the table below

x	-2	-1	0	1	2
y	-1	0	1	2	3

Notice if there is any relationship between our x values and our y values. If we look at any x value and its y value counterpart, how do I get from the x value to the y value?

Let's look at when  $x = -2$

When  $x = -2$ ;  $y = -1$ . What did we do to  $-2$  to get to  $-1$ ? If you said add 1 you are correct. Notice that for any x value, if we add 1 we get our corresponding y value.

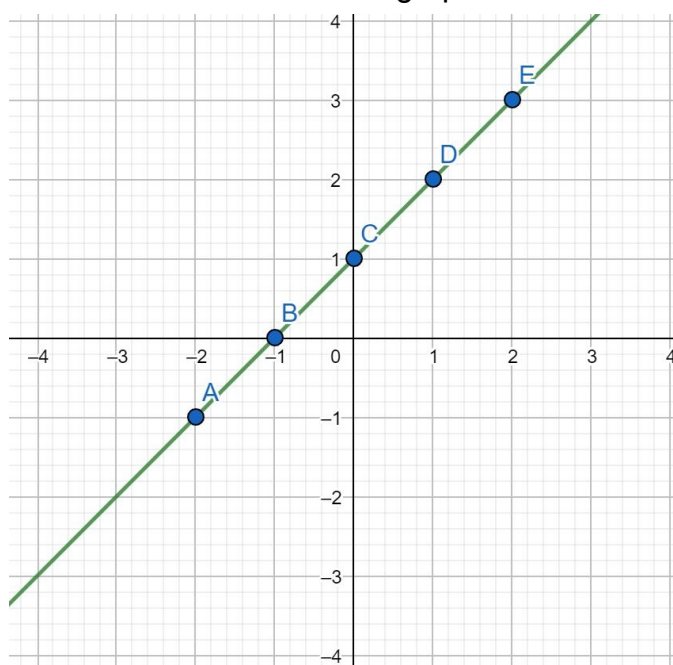
x	-2	-1	0	1	2
y	$-2 + 1 = -1$	$-1 + 1 = 0$	$0 + 1 = 1$	$1 + 1 = 2$	$2 + 1 = 3$

This means for every x value we simply add 1 to get our value. We can write this algebraically as  $y =$   
 $x + 1$

This table not only gives us an algebraic equation but it also gives us our ordered pairs we can graph.

<b>x</b>	<b>y</b>	<b>Ordered Pair (x, y)</b>	<b>Name of Ordered Pair</b>
<b>-2</b>	<b>-1</b>	<b>(-2, -1)</b>	<b>A</b>
<b>-1</b>	<b>0</b>	<b>(-1, 0)</b>	<b>B</b>
<b>0</b>	<b>1</b>	<b>(0, 1)</b>	<b>C</b>
<b>1</b>	<b>2</b>	<b>(1, 2)</b>	<b>D</b>
<b>2</b>	<b>3</b>	<b>(2, 3)</b>	<b>E</b>

Now we can graph



Practice 5B TB p. 158-159 Tasks 4-5

## History - Tuesday

### The Tide Turns



As the year 1863 began, things continued to go badly for the Union on the battlefields of the East. Just the month before, in December 1862, the Union army tried once again to take Richmond. But before they could get there, Robert E. Lee defeated them in a brilliant victory at Fredericksburg.

In May 1863, a Union army of 130,000 men headed toward Richmond again. Lee's army, with only half as many troops, took them on at Chancellorsville, Virginia. Once again, Lee and Stonewall Jackson managed to come out on top through their daring strategy.

The South did suffer a great loss at Chancellorsville, however. In the confusion of battle, Jackson was mistakenly shot by one of his own men. He lost his left arm. For a time, it seemed he might recover, but then infection set in, and Jackson died.

Chancellorsville was Robert E. Lee's most brilliant victory. No one knew it then, but it was his last important victory.

In the West, General Grant's army continued to gain victories in western Tennessee and Mississippi. By spring of 1863, there were only two rebel strongholds remaining along the Mississippi. The most important of these was Vicksburg, Mississippi. If Vicksburg fell to the Union army, the Union would control the entire Mississippi River. The western states of the Confederacy would be cut off from the others, and the anaconda would squeeze ever more tightly around the Confederacy.

It looked like that would happen. Just two weeks after Lee's victory at Chancellorsville, Lee learned that Grant had laid siege to Vicksburg. That means he had surrounded it and could prevent supplies and troops from helping the thirty thousand Confederate troops who were trapped there. It seemed only a matter of time until the city fell to Unconditional Surrender Grant.

The siege of Vicksburg made Lee see that he needed to do more than fight a defensive war against invading Union troops. He needed to go on the attack. He needed to take the war into the North and win battles on Northern soil. Then the enemy might finally lose heart and agree to peace.

Lee's plan was to march across Maryland and into southern Pennsylvania. A victory there would threaten both Washington, D.C., and Philadelphia. Pennsylvania was far from his home base in Virginia, but Lee knew his army could live off the food grown on Maryland's and Pennsylvania's rich

farmlands. He would be able to seize other supplies, like desperately needed shoes, as he captured towns.

Robert E. Lee and his Army of Northern Virginia arrived in the town of Gettysburg, Pennsylvania, on July 1, 1863. As it happened, a Union army led by General George Meade was also in the area.

Lincoln placed Meade in charge of the Union armies in the East only three days before.

No one had planned for a battle to take place in Gettysburg, but there they were, face to face. For the next three days—July 1, 2, and 3—a battle raged between the Confederate and Union armies. Again and again, Lee's forces attacked. Again and again, Union forces threw them back.

On July 3, Lee decided on one final attack, which he hoped would break the Union's resistance. At about two o'clock in the afternoon, 12,500 men under the command of General George Pickett emerged from the woods and began their advance across an open field toward the Union's line. The attack, later called Pickett's Charge, was incredibly brave, but it failed. The Union army opened fire with its big guns and with its muskets. Pickett's army, as one Confederate officer reported, "just seemed to melt away in the blue . . . smoke which now covered the hill. Nothing but stragglers came back."

With a third of his army lost, there was nothing for Lee to do but retreat. On July 4, his exhausted, downhearted men started back toward Virginia in a pouring rain. To get there, they would have to cross the Potomac River. President Lincoln, informed of the battle's events, realized that this was a chance to trap Lee and the rest of his army. He telegraphed General Meade, urging him to pursue Lee. But Meade, like McClellan before him, was too cautious. By the time Meade was ready to move, Lee's army had safely crossed the Potomac River and was out of the Union's reach. "We had them within our grasp," complained the frustrated president. But once more, Lee had escaped.

Even so, Gettysburg was a major defeat for the Confederacy. Never again would its army invade the North. The tide of battle in the East now turned in the Union's favor. Meanwhile, in the West, Vicksburg surrendered to Grant on that same July 4, giving the Union control of the entire Mississippi River. Independence Day 1863 turned out to be a great day for the Union.

Some months later, the citizens of Gettysburg held a ceremony to honor those who had died in the great battle. To give the main speech, they had invited Edward Everett of Massachusetts, known as the greatest public speaker of that time. President Lincoln was invited to make a few remarks. But he and everyone else understood that it was Everett who was to be the star of the occasion.

And Everett did, indeed, give a speech that lasted nearly two hours. Near the end of the afternoon, President Lincoln was called upon for his remarks. He spoke for just two minutes.

It's funny how things work out sometimes. Edward Everett spoke for two hours, and while he gave a fine speech, no one today remembers a word of it. Abraham Lincoln spoke for just two minutes, and his speech has become one of the most famous in American history. Lincoln wanted to use this speech to explain the real meaning of the war. The war was really about the ideas found in the

Declaration of Independence. It was about liberty, and about equal rights, and about democracy. Most of the president's listeners that day didn't quite realize the importance of what he said, but Everett knew it immediately. Walking over to Lincoln, Everett said, "Mr. President, I should be glad if I could flatter myself that I came as near to the central idea of this occasion in two hours, as you did in two minutes."

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 under God

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. —The Gettysburg Address by Abraham Lincoln, Nov. 19, 1863

### Reflection Questions

1. Why was Chancellorsville a costly victory for the South?

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2. Why was Gettysburg such an important battle?

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3. What costly mistake did Union forces make after the Battle of Gettysburg?

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## Literature/Poetry - Tuesday

Across Five Aprils

Pages 66 - 77

Vocabulary: Make vocabulary cards to study using the following words:

Appalled - to fill or overcome with horror or fear

Timidly - lacking in courage

Quarrel - an argument or disagreement

You will have a vocabulary quiz on Friday.

### 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. Make sure that you are reciting the speech in its entirety at least twice today. This will be due NEXT FRIDAY!

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.

## Latin - Wednesday

### LATINA CANTEBRIGIA V: In Theatro

**Instructio:** please read through and translate the below story into English in the space provided. In the gloss below the text I have provided the definitions of any new words.

#### **Pugna**

Clēmēns in forō ambulat. turba magna est in forō. servī et ancillae cibum emunt. multī coqui pānem vēndunt. poēta recitat. mercātor Graecus contentiōnem cum agricolā habet. mercātor īrātus pecūniam postulat. subitō agricola Graecum pulsat, quod Graecus agricolam vituperat. Pompēiānī rīdent, et agricolam incitant. Clēmēns, postquam clāmōrem audit, ad pugnam ruit. tandem agricola mercātōrem superat et ē forō agitāt. Pompēiānī agricolam fortem laudant.

*Pugna: fight*

*pulsat: hit*

*Panis: bread*

*quod: because*

*Contentionem: argument*

*ruit: rush*

*agricola: farmer*

*incitat: incite, urge on*

*cum: with*

*superat: overpower*

*postulat: demand*

*agitāt: chase*

**Math - Wednesday**  
**Vertical and Horizontal Lines**

Consider the equation  $y - 1 = 0$

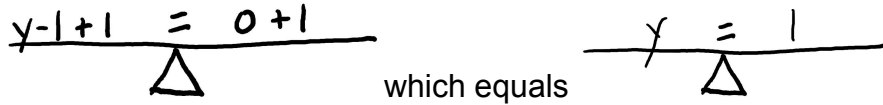
An equation can be thought of in terms of a balanced seesaw:



Notice that the seesaw is level, meaning that  $y - 1$  is equivalent to  $0$ .

Let's say we wanted to get  $y$  by itself on the left side of the seesaw, we can add  $+1$ , but we must keep the seesaw level.

To do this we also add  $+1$  to the  $0$  on the right side of the seesaw.

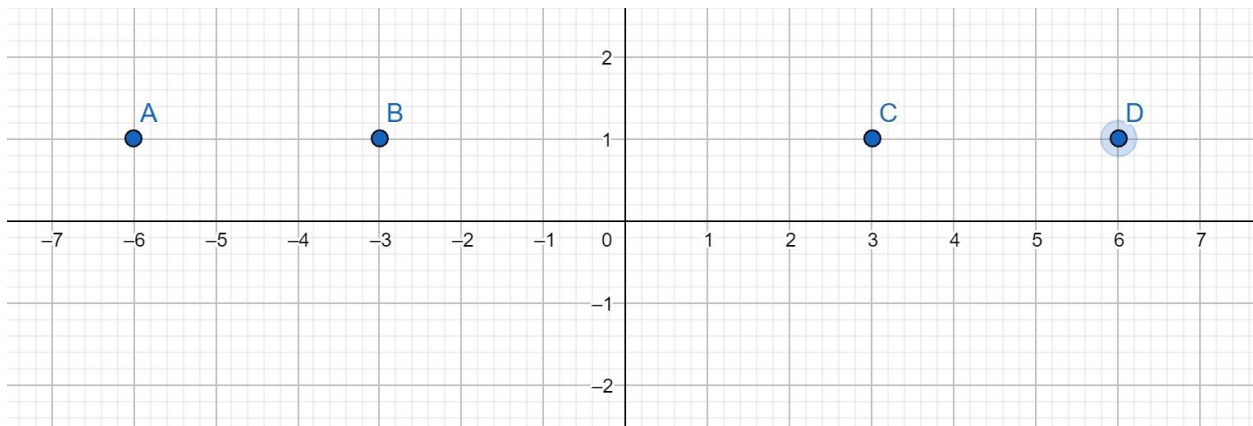


So,  $y - 1 = 0$  is equivalent to  $y = 1$

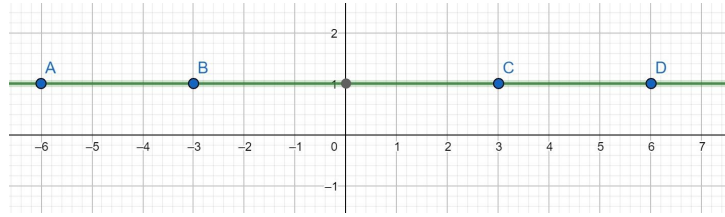
Let's look at some **ordered pairs** with our  $y$  values as  $1$ , and graph them.

Name	Ordered Pair
A	$(-6, 1)$
B	$(-3, 1)$
C	$(3, 1)$
D	$(6, 1)$

Notice the name of the ordered pair is labeled on the graph.



Observe the pattern the ordered pairs have. When we graph the line  $y = 1$  all of the ordered pairs are on that line. Because their y values are all 1, they form a straight horizontal line parallel to the x axis.



Now let's look at the following equation:

$$x + 1 = 0$$

Similarly, we can balance this equation by **subtracting** 1 on both sides of the equal sign:

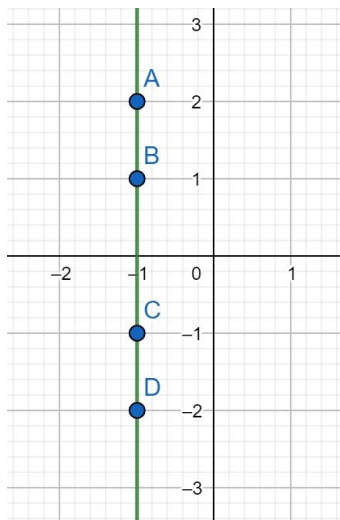
$$x + 1 - 1 = 0 - 1$$

$$x = -1$$

If we look at some ordered pairs with an x value of -1 we see a similar pattern.

Name	Ordered Pair
A	(-1, 2)
B	(-1, 1)
C	(-1, -1)
D	(-1, -2)

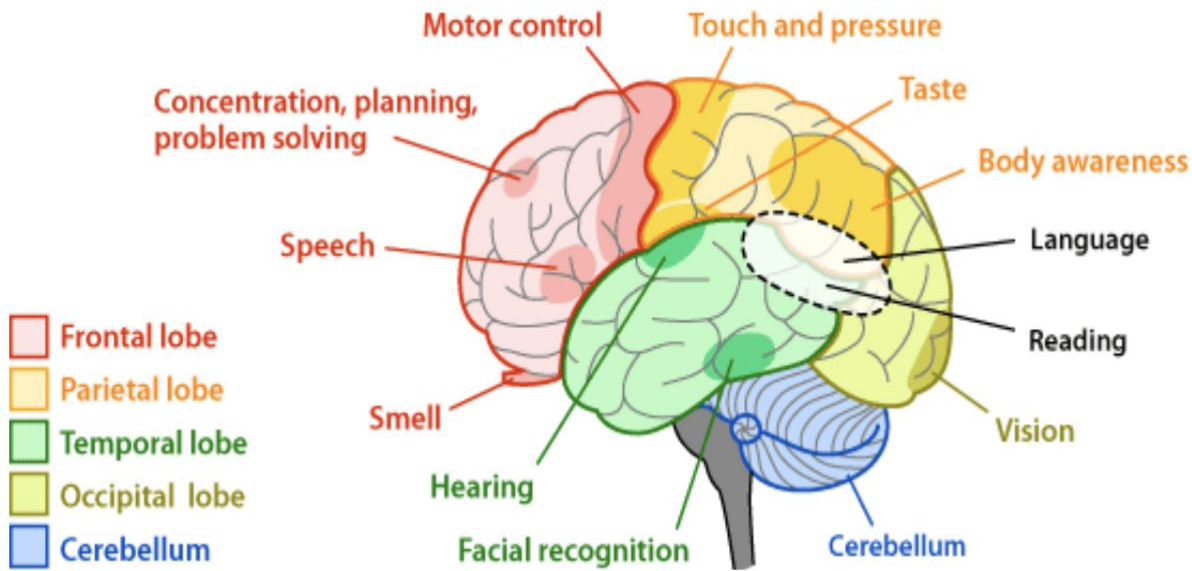
We see that the graph every ordered pair is on the graph  $x = -1$



**Practice 5B TB p. 160-161 Tasks 6-8**  
**Complete 5B WB p. 152 Exercise 8**

## Science - Wednesday

### Sensory Systems



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Awareness of the environment and the ability to respond quickly are absolutely essential for you to stay alive. Fortunately, you have been supplied with an early warning system to tell you about any potential hazards. The system is your senses and your brain, which controls your every action.

### Staying Alive

Senses pick up clues from the environment, both far and near, and pass them on to your brain. The brain considers the clues, compares them to your experience, and takes appropriate action.

All our senses have similar systems. Each has one or several types of receptor neurons that receive just one kind of environmental clue from your interactions with the living and nonliving things around you. In vision, light of certain wavelengths is converted into electric impulses in neurons in the eye. The other senses respond to vibrations in the air that enter the ear, chemicals in a liquid on the tongue or gas in the nose, or pressure on the skin. In each case, specialized receptor neurons change the environmental clue into a signal that travels to the brain. The brain sorts the signals into our perceptions of sound, vision, taste, smell and touch.

### Sensory Information

All sensory systems collect four types of information from environmental clues, or stimuli. One type of information is sensation. For humans these are vision, touch, taste, hearing and smell. Each kind of sensation has several parts, such as color and movement in vision.

Another type of information is the amount of sensation. If there is not a large enough stimulus, the system does not detect anything. The amount of sensation that you can sense changes with different conditions.

Another type of information is how long the perception of the sensation lasts. If the stimulus lasts a long time, the amount of sensation decreases. For example, when you first get into a hot bath, the temperature might feel too hot, but this sensation fades quickly.

The last type of information is where the stimulus takes place. This affects the ability to distinguish two closely spaced stimuli. To go back to the ant example, if you have two ants on your arm very close together, can you tell if it is one or two ants? This depends on the number and density of the receptors. The more densely packed the receptors, the closer two ants can be and still be detected by two different receptors.

Different areas of the brain process messages from different sensory systems. Where the brain receives the message determines whether we see or hear smell something in response.

Other animals have different ranges of sensory sensitivity than humans. Eagles detect with greater acuity, bees detect ultraviolet light, and rattlesnakes see infrared or heat. Dogs hear higher sounds and whales hear lower sounds. Dogs can smell thousands of times better, and great horned owls don't smell at all. And some animals, particularly migratory waterfowl, seem to sense magnetism, although the exact mechanism and the organs are unknown.

## Reflection questions

1. If a stimulus lasts a long time, such as taking a hot bath for a while, what happens to the sensation in the body?

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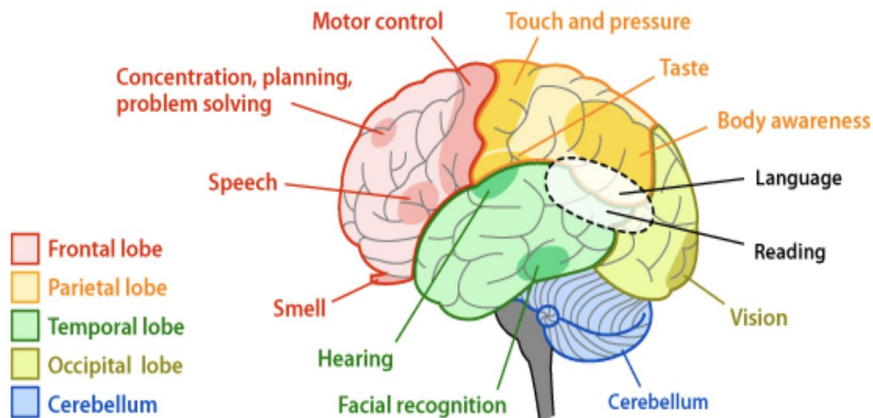
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2. How does the amount of sensation affect our ability to detect the stimulus?

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3. In the picture below, in what lobe of the brain does concentration, planning and problem solving occur? Vision? Hearing?



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## Literature/Poetry - Wednesday

Across Five Aprils

Pages 78 - 86

Vocabulary: Make vocabulary cards to study using the following words:

Copperhead - Northern Democrat who opposed Civil War, advocating peace and restoration of the Union even if slavery continued

Inconspicuously - not clearly visible

Amiably - in a friendly or pleasant manner

You will have a vocabulary quiz on Friday.

### 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. Make sure that you are reciting the speech in its entirety at least twice today. This will be due NEXT FRIDAY!

### 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.

## PE - Thursday

Physical Education Plan Week 8

Activity: Food Label PE

Materials: You will need five individual food packages with labels.

Specific Actions: Food labels have many categories listed on them. This activity involves both exercise and identifying different components in the food you eat daily. Understanding how to read a food label properly will support your efforts to make sound decisions when choosing foods. For this activity will use total carbohydrates, protein, sodium, total fat, and dietary fiber numbers from the label. Disregard the percentages and look specifically at the numbers.

Step 1: Select your food items.

Step 2: Identify the total numbers in each category listed above.

Step 3: Do the activity associated with that category of the food label.

Total Carbohydrates = Pushups

Protein = Mountain Climbers

Sodium = Jumping Jacks

Total Fat = Crab Kicks

Dietary Fiber = Steam Engine

For example: I have a can of sweet peas. The total carbohydrates read four percent. This means four pushups. The protein reads as 3g (grams), so this means three mountain climbers. The sodium is listed at thirteen percent equaling thirteen jumping jacks. The total fat reads 0 percent, so coach got lucky on crab kicks. The dietary fiber is equal to eleven percent, so eleven steam engines. Do this for five total items, add the exercise numbers together and enjoy your workout.

**Math - Thursday**  
**Linear Graphs for Data**

Turn to p.162 in your 5B TB task 9

A) Complete the table:

<b>Time (min)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>x</b>
<b>Amount of water (gal)</b>	<b>25</b>	<b>50</b>				

Here we can complete the table by adding +25 to the previous value.

B) We can write an equation in terms of  $x$  as  $y = 25x$

C) Write an ordered pair for each value  $x$  from 1 to 5

**(1, 25) (2, 50) (3, \_\_\_) (4, \_\_\_) (5, \_\_\_)**

D) Does the graph shown in your TB of our equation go through the origin? (circle answer)

**( YES -or- NO )**

E) Use the graph to find how long it takes for 150 gallons to flow from the tap.

The graph shown in your TB is of a **rate**. A rate can be expressed as a **linear equation**, that is, an equation that results in a straight line for all values that satisfy the equation.

**Let's take a look at another table:**

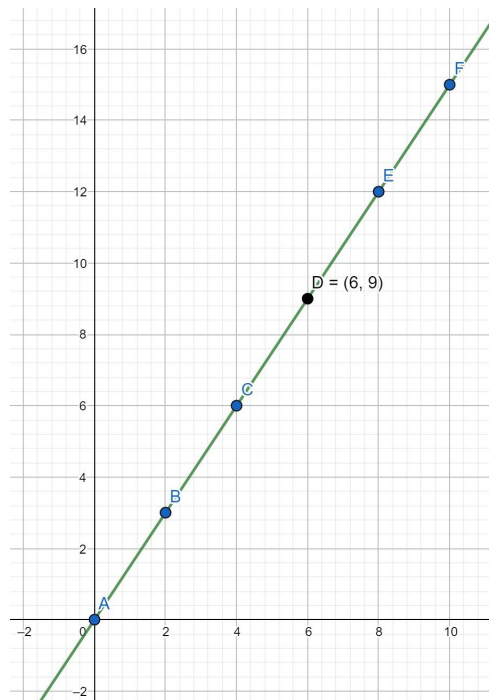
$x$	\$US	0	2	4	6	8	10
$y$	€Euro	0	3	6	9	12	15

Here we see that the  $y$  values are increasing by 3. But what do we do algebraically to our  $x$  value to get our  $y$  value?

$$y = 1.5x$$

If we make ordered pairs from our table of Euros to US dollars we can create a graph.

Here we can see that the equation  $y=1.5x$  is a linear equation because it creates a straight line when graphed



Practice 5B TB p. 161 task 10

Complete 5B WB p. 153-154 Exercise 9

## History - Thursday

### The War Draws to a Close



Fight and fight some more. Then chase. That is exactly what Grant and his army did in the spring of 1864. Once again, the scene was northern Virginia. Once again, the prize was Richmond. And once again, the armies met and did battle near Chancellorsville, where one-year earlier Lee had won his most brilliant victory.

But this time it was different.

The fighting took place in a dense forest known as the Wilderness. Grant's army outnumbered Lee's by nearly two to one. The Battle of the Wilderness raged for two days. It was a terrible, bloody battle, and at the end, Grant had lost more men than Lee. But Grant knew that his losses could be replaced, and Lee's could not.

Lee had to pull back, stopping several times to fight some more. Grant's army continued to press forward toward Richmond and Petersburg, an important railroad center near Richmond. Finally, Grant had his armies in position to begin a siege in front of the two cities. That summer, autumn, and winter, Grant's army kept Lee's troops in Richmond and Petersburg from breaking out. They could only retreat and abandon the cities.

Meanwhile, General William Tecumseh Sherman, who was now in charge of Union forces in the West, prepared to tighten the squeeze of the anaconda. With an army of ninety thousand, Sherman set out from Tennessee toward the important railroad city of Atlanta. Sherman didn't worry about food for his army. He would take that from the farms along the way.

In September 1864, Atlanta fell to Union troops. From there, Sherman led his army on a "march to the sea." During the march he used a method of warfare sometimes called "total war." Sherman not only fought the other side's soldiers, but he also destroyed farms, burned warehouses and barns, wrecked shops, and tore up rail lines. Although civilians were not targeted, Sherman did whatever he could to weaken the enemy.

In December, the coastal city of Savannah, Georgia, fell. By January, Sherman was in South Carolina. By March, he was in North Carolina. Everywhere his armies went, they left behind destruction, and hatred and bitterness, too.

By this time, Abraham Lincoln had been reelected to a second term in office. The presidential election during the war showed the strength of American democracy, that even during a civil war the laws of the Constitution were followed. Lincoln's opponent was none other than the general he had removed from command, George B. McClellan. McClellan said that if elected, he would end the war quickly. To people who were tired of the war, sick of the terrible losses, and even fearful of actually losing, that was very appealing.

Lincoln, determined to see the war through to the end in order to preserve the Union and free the slaves, could make no such promise. For a time, he expected to lose the election. Then came the news of Sherman's capture of Atlanta and of several other Union victories. Northern spirits rose, and Lincoln easily won reelection.

By the time Lincoln's second term began in March 1865, it was clear that the Confederacy was doomed. Lincoln realized that it was time to get Americans to focus on the next great task before them: reuniting the nation. Would it be possible, after four years of killing and destruction, for people to understand the pain and suffering of those on the other side? Many Northerners talked of revenge. They wanted to get even for what the South's secession had caused. Many wanted to treat the Southerners as a conquered people.

That was not Lincoln's way. The Union was preserved; slavery was ended. For Lincoln, that was enough. The job now was to get back to being one nation, the United States of America, and to fulfill that nation's promise of greatness. President Lincoln announced his plan for restoring the Union. It was a plan to bring the Southern states back into the Union quickly and without harsh punishment. In his second inaugural address, on March 4, 1865, he urged Americans to adopt a forgiving spirit as they set about this task: *With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and lasting peace among ourselves, and with all nations.*

All that remained was for Grant's armies to finish the job. A month after Lincoln's speech, Petersburg and Richmond fell. Lee tried to gather his weary and hungry army once more, but Union forces followed him. There was, finally, no way out. On April 9, Lee sent an officer with a white flag of surrender to the Union army and asked to meet with General Grant.

The surrender took place at a house in the village of Appomattox Court House, Virginia. Grant wrote out the terms of surrender and treated the defeated enemy with great respect. The Confederates would turn in their weapons, except for the officers' small guns. All were free to leave. And, added Grant, "let all the men who claim to own a horse or mule take the animals home with them to work their little farms." It was a generous offer, and Lee thanked Grant for it. The two generals saluted

each other. Then Lee climbed on his horse, Traveler, looked thoughtfully over the field of Union soldiers, and rode away.

The American Civil War was over.

### Reflection Questions

1. Why was Lincoln's reelection important?

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2. What was Lincoln's plans for the South after the war was over?

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3. How did the Union finally defeat the Confederacy?

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## Literature/Poetry - Thursday

Across Five Aprils

Pages 87 - 93

Vocabulary: Make vocabulary cards to study using the following words:

Revulsion - a sense of disgust

Resonance - deep and full of sound

Tacit - unspoken

Plaintive - expressing sorrow

You will have a vocabulary quiz on Friday.

### 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. Make sure that you are reciting the speech in its entirety at least twice today. This will be due NEXT FRIDAY!

### 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 - Thursday

Directions: After hearing the word, repeat the word. As you say the word, write the word in the space provided.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Points

10

**Test  
B**

**Unit 13: Algebra**

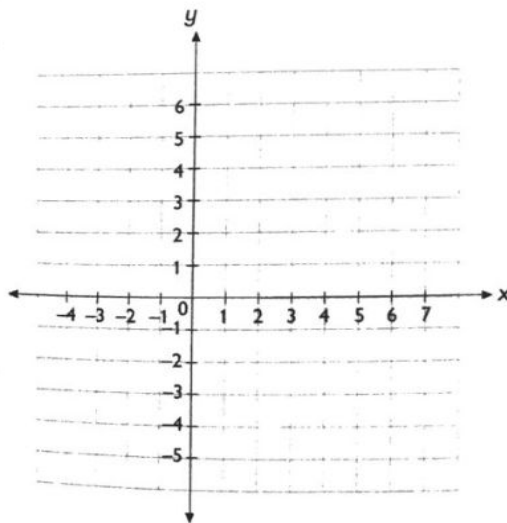
**Chapter 3: Coordinate Graphs**

Circle the correct option, **A**, **B**, **C** or **D**.

1. What are the coordinates of the point that comes next?  
(-2, -2), (0, 0), (2, 2), (4, 4)
- |          |          |          |          |
|----------|----------|----------|----------|
| <b>A</b> | (-4, -4) | <b>C</b> | (8, 8)   |
| <b>B</b> | (6, 6)   | <b>D</b> | (10, 10) |

Use the following coordinate graph to answer question 2.  
The following points need to be plotted on a graph.

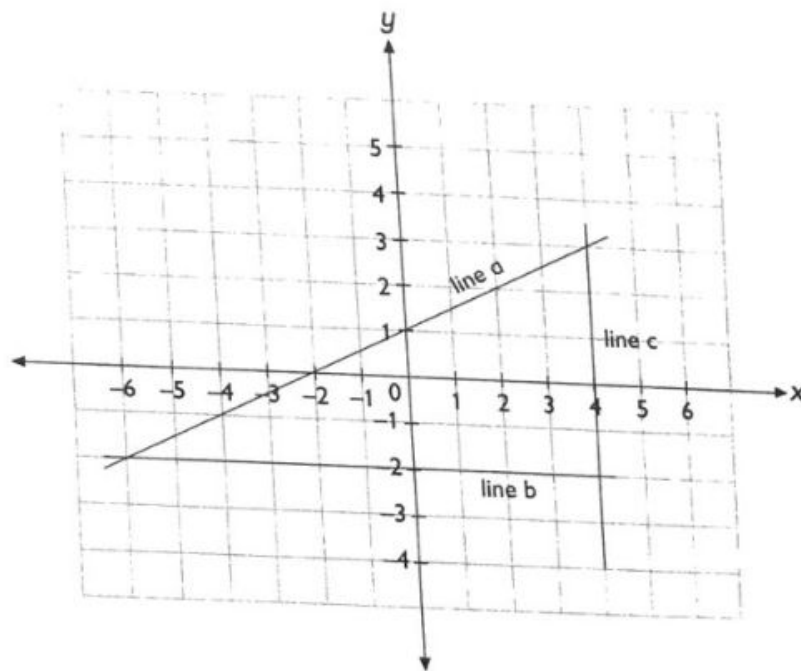
(-2, 6), (-4, 4), (4, -4), (6, -2)



2. If the points that have been plotted are joined up, what is the shape formed?

- |                  |                    |
|------------------|--------------------|
| <b>A</b> square  | <b>C</b> trapezoid |
| <b>B</b> rhombus | <b>D</b> rectangle |

Use the following coordinate graph to answer questions 3 to 7.



3. What are the coordinates for the intersection of line a and line c?

- |                     |                     |
|---------------------|---------------------|
| <b>A</b> $(-2, -6)$ | <b>C</b> $(4, 3)$   |
| <b>B</b> $(3, 4)$   | <b>D</b> $(-6, -2)$ |

4. What are the coordinates for the intersection of line b and line a?

A  $(-2, 4)$

B  $(-2, 6)$

C  $(4, -2)$

D  $(-6, -2)$

5. What is the  $y$ -coordinate of the point on line a where  $x$  is  $-4$ ?

A  $-1$

B  $-2$

C  $3$

D  $4$

6. What is the equation of line c?

A  $x = 4$

B  $y = 4$

C  $y = 4x$

D  $y = \frac{1}{2}x + 1$

7. What is the equation of the line that joins up the points  $(3, -2)$ ,  $(2, -2)$ ,  $(1, -2)$ ,  $(0, -2)$  and  $(-1, -2)$ ?

A  $y = x - 2$

B  $y = -x - 2$

C  $x = -2$

D  $y = -2$

Turn the page

203

215



## Science

1. In what lobe of the brain does concentration, planning and problem solving occur? Vision? Hearing?

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2. What does the cerebral cortex do?

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3. What functions does the brain stem control?

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4. What are sensory neurons, and what is their role? What are motor neurons?

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## History

1. Why was Gettysburg such an important battle?

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2. How did Union victories influence the outcome of the election of 1864?

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3. How did the Union finally defeat the Confederacy?

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## Literature/Poetry

Literature:

Read pages 95 - 104 of Across Five Aprils.

In the space provided, write sentences using three vocabulary words from this week. Make sure to use your best handwriting and use the word in the appropriate context.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Poetry: Recite the speech in its entirety to an adult. Ask them to make notes of where you struggled so that you can focus on those places next week. We will continue to practice throughout the week but our speech will be due NEXT FRIDAY!

## Spalding

Directions: After hearing the word, repeat the word. As you say the word, write the word in the space provided.



# GREAT HEARTS WESTERN HILLS

## 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, May 11th, 2020

Tuesday, May 12th, 2020

Wednesday, May 13th, 2020

Thursday, May 14th, 2020

Friday, May 15th, 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: \_\_\_\_\_