



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Dear Fifth Grade Families,

We are so proud of all of our students for showing perseverance and responsibility during these times. We will be moving into utilizing Google Classroom as well as having “office” hours for Zoom calls to further assist and serve our students. We understand that this is very challenging for our scholars and want them to know that we are still their teachers and are here for them. We are avidly watching our emails in order to answer any questions that come up as well.

Scholars, we miss each and every one of you! We cannot express how impressed we are with your dedication to learning and your ability to remain optimistic as we push through together!

Kindly,

Your 5th Grade Teachers

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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

Music (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student Worksheet
Math (40 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 9 <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 and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Tuesday 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 (40 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 10 <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 and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Wednesday Checklist

PE (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete workout <input type="checkbox"/> <u>Independent Work</u> : Answer questions
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Art (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Coloring Assignment
Math (40 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 reads Chapter 11 <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 and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

Answer Keys

Monday:

Music:

Name: _____

Class: _____

Bass Staff Review

Directions: Look at the Bass Staff Study Guide closely and use it to help you label the notes in **Part I**. For an extra challenge, cover up the Study Guide with a small piece of paper and try to label the notes without looking at the Study Guide.

Study Guide: *Bass Clef*



Part I: For the musical excerpt below, write in the name of each note directly underneath each note (use **CAPITAL** letters). Don't worry about the sharp(#) signs, just write the letter name. Remember to write neatly.

Allegretto
from Symphony No. 7 in A Major, Op. 92
Ludwig von Beethoven

$\text{♩} = 76$

A A A A A G G E E E A A
E E F G G G G G G G G A B B
F F G A A E E E E E E F G A

Math:

5B TB p. 62 Tasks 1-4	<ol style="list-style-type: none"> 1. 27 2. a) 67 b) 50 c) 9 d) 100 3. a) 33 b) 20 c) 5 4. a) 23% b) 45% c) 36% d) 75% e) 40% f) 70% g) 30% h) 50%
5B WB p. 47-48 Exercise 1	<ol style="list-style-type: none"> 1. a) 7 b) 15 c) 29 d) 26 e) 38 f) 28 2. a) 80 squares shaded b) 63 squares shaded 3. $16/100 = 16\%$; $71/100 = 71\%$; $68/100 = 68\%$; $50/100 = 50\%$; $99/100 = 99\%$; $100/100 = 100\%$; 4. $7\% = 7/100$; $1\% = 1/100$; $43\% = 43/100$; $99\% = 99/100$; $14\% = 14/100$; $68\% = 68/100$; $5\% = 5/100$; $84\% = 84/100$

Science:

1. Producers provide food and energy for herbivores and omnivores. Producers depend on decomposers to provide raw materials to make food.
2. If humans deplete the fish supply in a river, other animals would be forced to seek food in a different area. If humans pollute a river, it will destroy the balance of the river, causing organisms to die and taking away the food supply for other animals.
3. The Sun's energy is transferred to producers, then to consumers, then to decomposers.
4. Our eyes convert light into electrical pulses which travel along nerves that lead to the brain. Our eyes are essential to surviving in an ecosystem.

Literature:

1. Grandpa kept the racoon up the tree all night with a scarecrow.
2. The dogs slept by the tree together.
3. Billy thought the wind blew the tree down because he had prayed to God.

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>com mer cial</i> r.29,14	The children watched the commercial.	R. 29: double the m because o does not say o. R. 14: ci can be used at the beginning of a syllable.
<i>com merce</i> r.29	Railroads increased the country's commerce.	R. 29: double the m because o does not say o.
<i>com mu ni ca tion</i> r.29,4,14	There are many forms of communication.	R. 29: double the m because o does not say o. R. 4: u/a may say u/a at the end of a syllable. R. 14: ti can be used at the beginning of a syllable.
<i>com mu ni cate</i> r.29,4	Please communicate your concerns.	R. 29: double the m because o does not say o. R. 4: u may say u at the end of a syllable.
<i>com plex</i>	The problem was complex.	
<i>con clu sion</i> r.4,16	They were unhappy with the conclusion of the story.	R. 4: u may say u at the end of a syllable. R. 16: si can be used at the beginning of a syllable.

<u>con struc <u>tion</u></u> r.14	The construction caused traffic.	R. 14: ti may be used at the beginning of a syllable.
<u>con struct</u>	They wanted to construct a new school.	
<u>con ver sa <u>tion</u></u> r.11,4,14	She had a conversation with her friend.	R. 11: write the base word without the silent final e because the ending starts with a vowel.
<u>con verse</u> <u> </u> =5	The children wanted to converse.	

Tuesday:

Math:

5B TB p. 63 Tasks 5-8	1. 35 2. a) 7% b) 2% c) 85% d) 70% 3. 0.43 4. a) 0.28 b) 0.88 c) 0.3 d) 0.05
5B WB p. 49 - 51 Exercise 2	1. a) 15% b) 86% c) 40% d) 90% e) 47% f) 12% g) 4% h) 50% i) 75% j) 6% 2. a) 0.24 b) 0.37 c) 0.78 d) 0.06 e) 0.62 f) 0.53 g) 0.10 h) 0.07 i) 0.80 j) 0.90 3. a) 11/50 b) 9/20 c) 24/25 d) 13/25 e) 3/50 f) $\frac{1}{2}$ g) 9/10 h) 2/25 i) $\frac{3}{4}$ j) 1/2

History:

1. We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.
2. They did not want African Americans to vote, hold positions on a jury, own land or hold certain jobs.
3. George Washington thought slavery was wrong and said his slaves were to be freed upon his death.
4. The cotton gin separated the seeds from cotton and enabled the South to produce more cotton. If the South had more slaves to pick cotton, with the cotton gin they could sell more cotton for their region. The Northern states and Britain wanted to buy cotton from the South.

Literature:

1. The hunters made fun of Billy's hounds because they were small.
2. Mama used Little Ann to catch the chickens because Old Dan was too rough.
3. Old Dan got up in the tree by going through the hollow trunk.

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
<u>cou</u> <u>ter</u> <u>feit</u> r.12	The money was counterfeit.	R. 12: counterfeit is in the list of exceptions.
<u>cul</u> <u>tu</u> <u>ral</u> r.4,11	It was a cultural practice.	R. 4: u may say u at the end of a syllable. R. 11: write the base word without the silent final e because the ending starts with a vowel.
<u>cul</u> <u>ture</u>	We should respect other people's culture.	
<u>cu</u> <u>ri</u> <u>os</u> <u>i</u> <u>ty</u> r.4,6	Curiosity led him to explore.	R. 4: u may say u at the end of a syllable. R. 6: English words end in y not i.
<u>cu</u> <u>ri</u> <u>ous</u> r.4	She was curious about the cave.	R. 4: u may say u at the end of a syllable.
<u>des</u> <u>ert</u>	They traveled through the dry desert.	
<u>de</u> <u>sert</u> r.4	They had to desert the car when it ran out of gas.	R. 4: e may say e at the end of a syllable.
<u>des</u> <u>sert</u> r.29	He ate chocolate cake for dessert.	R. 29: double the s because e does not say e

Wednesday:

Math:

5B TB p. 63 Tasks 9-10	9. % 10. a) 1/10 b) ⅙ c) ¼ d) ¾ e) 1/20 f) 2/25 g) 1/25 h) 1/50
5B TB p. 68 Tasks 2-4	2. a) 63% b) 5% c) 7/100 d) 50% 3. a) 23/50 b) 1/20 c) 7/100 d) ⅙ 4. a) 0.15 b) 0.41 c) 0.09 d) 0.5

Science:

1. Detritivores are organisms that feed on dead plant materials. They are important because they help dead trees and plants decompose and provide raw materials for more plants to grow.
2. Detritus is organic material made up of dead leaves, twigs and other plant material.
3. Compost worms or red worms help to consume dead leaves and produce fertilizer which helps plants grow.
4. Bacteria consume material leak chemicals onto detritus; the chemicals dissolve the nutritious materials and the bacteria soak up the nutritious material.

Literature:

1. It was dangerous after the snowstorm because it was slick and there was no moon.
2. When Billy couldn't save Little Ann, he prayed for a miracle.
3. He learned to use the handle for a hook.

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.

<i>commercial</i>	<i>counterfeit</i>
<i>commerce</i>	<i>cultural</i>
<i>communication</i>	<i>culture</i>
<i>communicate</i>	<i>curiosity</i>
<i>complex</i>	<i>curious</i>
<i>conclusion</i>	<i>desert (noun)</i>
<i>construction</i>	<i>desert (verb)</i>
<i>construct</i>	<i>dessert</i>
<i>conversation</i>	
<i>converse</i>	

Student Packet

Music - Monday

Name: _____

Class: _____

Bass Staff Review

Directions: Look at the Bass Staff Study Guide closely and use it to help you label the notes in **Part I**. For an extra challenge, cover up the Study Guide with a small piece of paper and try to label the notes without looking at the Study Guide.

Study Guide: *Bass Clef*



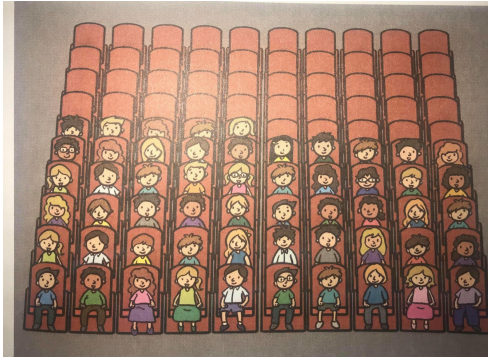
Part I: For the musical excerpt below, write in the name of each note directly underneath each note (use **CAPITAL** letters). Don't worry about the sharp(#) signs, just write the letter name. Remember to write neatly.

Allegretto
from Symphony No. 7 in A Major, Op. 92
Ludwig von Beethoven

$\text{♩} = 76$

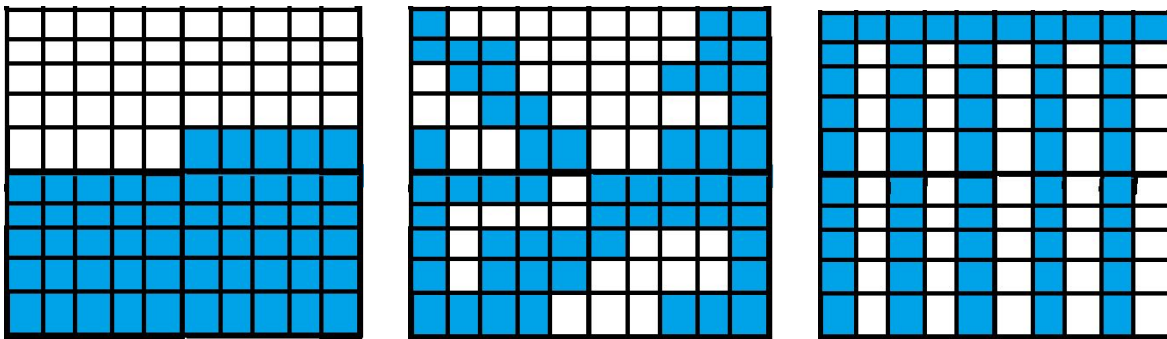
A musical excerpt from Ludwig von Beethoven's Symphony No. 7 in A Major, Op. 92, marked Allegretto. The excerpt is in 2/4 time and features a bass staff with a tempo marking of quarter note = 76. The first line of music shows a half note A on the second line, followed by a half note A on the second line, then a half note B on the second space, a half note C on the second space, a half note D on the second space, a half note E on the second space, a half note F on the second space, a half note G on the second space, and a half note A on the second space. A box labeled "Ex: A A" is placed below the first two notes. The second line of music shows a half note A on the second space, a half note B on the second space, a half note C on the second space, a half note D on the second space, a half note E on the second space, a half note F on the second space, a half note G on the second space, and a half note A on the second space. The third line of music shows a half note A on the second space, a half note B on the second space, a half note C on the second space, a half note D on the second space, a half note E on the second space, a half note F on the second space, a half note G on the second space, and a half note A on the second space.

Math - Monday



There are 100 seats in a theater. 55 seats are occupied. If we were to write this as a fraction, we would use the amount of seats occupied as our numerator, and the total amount of seats as our denominator giving us $55/100$

These are all examples of $55/100$



55% percent of the seats are occupied. 55% (55 percent) means **55 out of 100**.

55% is another way of writing $55/100$ -or- 0.55

If 55% is **occupied** that means that 45% are **unoccupied**.

55% occupied seats + 45% unoccupied seats = 100% of seats

Lets try some other percentages

25% = 25 out of 100 = $25/100$

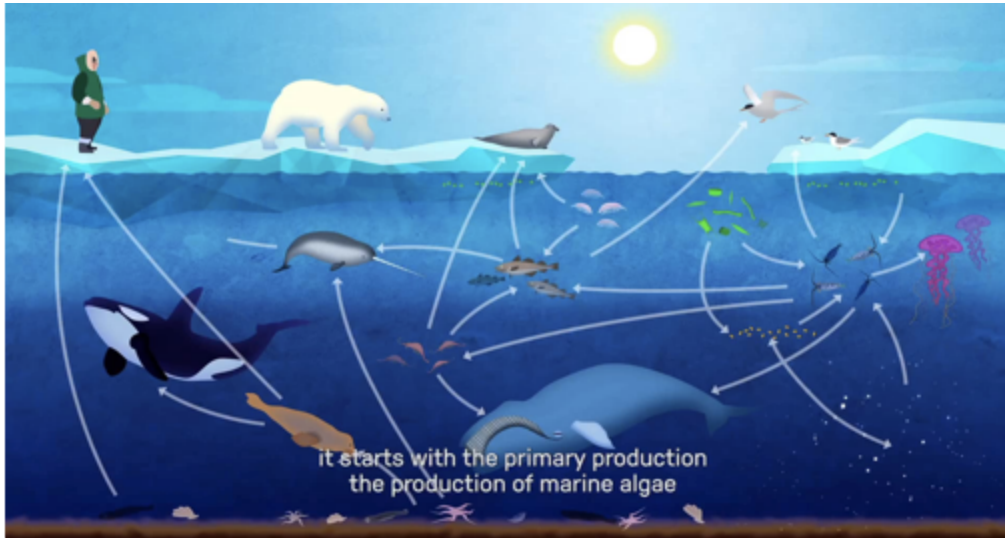
100% = 100 out of 100 = $100/100$ -or- 1 whole

Practice Tasks 1, 2, 3, and 4 on p. 62 in 5B TB.

Complete Exercise 1, p. 47 - 48 in 5B WB

Science - Monday

There are many feeding relationships in an ecosystem. If you draw all the arrows that show who eats whom, you have a food web, not a food chain.



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

An ocean food web might look like the picture above. Locate the seal in the picture above. Seals provide food for orca whales and human beings. If the ocean has plenty of seals, orcas will have plenty to eat. But if there are few seals, the orcas and other predators who consume them will have to compete with each other for food.

The animal that can get more food is the one that is more likely to survive. In this system, walrus (located on land) and blue whales will both have plenty to eat as long as there are lots of fish to eat. But if there are few fish, the whales, narwhals (whales with a spear like tusk) and walrus will have to compete for fish. Are there other competitions for food in the ecosystem?

Organisms in ecosystems depend on one another for the food they need to survive. Herbivores are animals that get their energy by eating plants. Herbivores depend on producers for food. Carnivores are animals that get their energy from eating other animals. Carnivores depend upon consumers for food. Omnivores depend on both producers and consumers for food. Decomposers depend on dead organisms and waste for food. And producers depend on decomposers for raw materials to make food. In a healthy ecosystem, some organisms will be eaten so other organisms will survive.

Food chains and food webs are systems of interacting organisms. Energy flows through food chains and food webs. It is transferred from the Sun to producers, then to consumers and decomposers. Each organism uses some of the energy it gets from food to live and grow. The energy an organism does not use is transferred to the next organism in the food chain.

Human Systems

You are an organism, living in an ecosystem, interacting with many other organisms and with your environment in many ways. That means you are a part of a system. But are you a system?

You do many different functions, including moving, seeing, hearing, eating, smelling, tasting, thinking, talking and breathing. Each function is performed by a different system in your body.

When you run across a schoolyard, two systems are interacting. Your skeleton is a system of 206 strong, hard bones in many sizes and shapes. Attached to your bones is a system of hundreds of muscles. The bones and muscles work together as you run.



Seeing uses a system that includes your eyes, which convert light into electrical pulses. The electrical pulses travel along nerves into your brain. Hearing is a similar system, including an outer ear, inner ear, nerves and the brain. Smell and taste have systems of receptors, nerves and brain centers.



As you can see, you're a system of subsystems. And you are a subsystem in an ecosystem, which is a subsystem of the Earth system. And Earth is one planet in the solar system, which is one planetary system in the Milky Way Galaxy. The universe is an endless system of subsystems.

Reflection Questions

1. What is the role of producers in an ecosystem? What do producers depend on for food?

2. Predict how human actions might affect the food web in a freshwater river.

3. Describe how the Sun's energy is transferred through food chains and food webs.

4. We are a system of subsystems. How do our eyes play a part in our overall human system?

Literature/Poetry - Monday

Where the Red Fern Grows

Chapter 9 (30 minutes)

1. How did Grandpa keep the racoon up the tree all night?

2. Where did the dogs spend the night?

3. Why did Billy think the wind blew the tree down?

Directions: Review what you memorized last week. Practice lines 1-10 of the poem and see if you can still recite them from memory

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone bewep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That when I scorn to change my state with kings.

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. Repeat two more times.

Latin - Tuesday

LATINA CANTEBRIGIA V: About the Language

1

In the first four chapters, you have met sentences like this:

puella sedet.

The girl is sitting.

servus labōrat.

The slave is working.

leō currit.

The lion is running.

mercātor dormit.

The merchant is sleeping

Sentences like these refer to one person or thing, and in each sentence the form of both words (the noun and the verb) is said to be **singular**.

2

Sentences which refer to more than one person or thing use a different form of the words, known as the **plural**. Compare the singular and plural forms in the following sentences:

Singular

puella labōrat.

The girl is working.

Plural

leō currit.

The lion is running.

puellae labōrant.

The girls are working.

leōnēs currunt.

The lions are running.

servus rīdet.

The slave is laughing.

mercātor dormit.

The merchant is sleeping.

servī rīdent.

The slaves are laughing.

mercātōrēs dormiunt.

The merchants are sleeping.

Note that in each of these sentences both the noun and the verb show the difference between singular and plural.

3

Look again at the sentences in paragraph 2 and note the difference between the singular and plural forms of the verb.

<i>singular</i>	<i>plural</i>
labōrat	labōrant
rīdet	rīdent
currit	currunt
dormit	dormiunt

In each case the singular ending is **-t** and the plural ending is **-nt**.

4

Notice how Latin shows the difference between “is” and “are”:

mercātor est in viā.
The merchant is in the street.

mercātōrēs sunt in viā.
The merchants are in the street.

5

Study the following examples of singular and plural forms:

<i>singular</i>	<i>plural</i>
puella rīdet. <i>The girl is laughing.</i>	puellae rīdent. <i>The girls are laughing.</i>

servus ambulat.

The slave is walking.

servī ambulant.

The slaves are walking.

mercātor contendit.

The merchant is hurrying.

mercātōrēs contendunt.

The merchants are hurrying.

6

Each of the nouns in boldface is in the nominative case, because it refers to a person or persons who are performing some action, such as walking or smiling.

7

puella, servus, and mercātor are therefore *nominative singular*, and puellae, servī, and mercātōrēs are *nominative plural*.

8

Notice the forms of the nominative plural in the different declensions:

first declension

puell**ae**

ancill**ae**

fēm**inae**

second declension

serv**ī**

amīc**ī**

puer**ī**

third declension

mercātōr**ēs**

leōn**ēs**

sen**ēs**

9

Practice translating these sentences into English. They will help prepare you for the end of the week assessment.

amīcus ambulat. amīcī ambulant.

fēminae plaudunt. fēmina plaudit.

spectātor est in theātrō. spectātōrēs sunt in theātrō.

fēminae sunt in forō. fēmina est in forō.

Math - Tuesday

Let's 0.55 as a fraction, and then as a percentage:

$$0.55 = \frac{55}{100} = 55\%$$

(You can refer to Monday's lesson to check your answers)

Write 0.30 as a fraction, and then as a percentage: (fill in the blanks)

$$0.30 = \frac{\quad}{\quad} = \quad\%$$

Notice that 0.30 is equivalent to 0.3; So, (fill in the blanks)

$$0.3 = 0.30 = \frac{\quad}{\quad} = \quad\%$$

Let's look at 0.03:

$$0.03 = \frac{3}{100} = 3\%$$

Now let's work backwards:

$$4\% = \frac{4}{100} = 0.04$$

You try, write 40% as a fraction, and then as a decimal:

$$40\% = \frac{\quad}{\quad} = \quad.$$

Practice tasks 5-8 p. 63 TB 5B
Complete Exercise 2, p. 49-51

History - Tuesday

Slavery

A Remarkable Anniversary The date was July 3, 1826. As the fiftieth anniversary of the Declaration of Independence approached, a great drama was playing itself out in the homes of two of the men most responsible for that document. At Monticello in Virginia, Thomas Jefferson, now age eighty-three, slipped in and out of consciousness as he lay on his deathbed.

And in Quincy, Massachusetts, John Adams, now age ninety, also neared the end of his life. Would these two great patriots and former presidents live to see this fiftieth Independence Day? Americans everywhere hoped and prayed they would.



This Photo by Unknown



This Photo by Unknown Author is

Thomas Jefferson

John Adams

As midnight arrived, Thomas Jefferson stirred in his bed and whispered to a young relative, “This is the Fourth?” The young man nodded. Jefferson sighed contentedly. He said no more, and by noon he was gone.

At that very moment in Quincy, Massachusetts, the roar of a cannon signaled the start of the town’s celebration. John Adams struggled to utter what proved to be his last sentence. His granddaughter, bending close to the old man, was able to hear his final whispered words, “Thomas—Jefferson—still—surv—.” Before the sun had set, he too was gone.

In their lifetimes, Thomas Jefferson and John Adams had seen their beloved United States grow from a struggling group of new states into a strong, confident nation. During the fifty years following the Declaration of Independence, the United States had gained vast new lands and developed into a democracy that was a model for countries around the world.

In one important way, however, America had not changed and was not a model at all. Almost from the beginning, even during colonial times, slavery had been part of American life. When the thirteen colonies became the first thirteen states, nearly one in every five Americans was an African American. Nearly all African Americans were enslaved. By far, most of these slaves lived in the South. But there were slaves in the Northern states, too. At the time of the American Revolution, for example, one in every ten New Yorkers was a slave. Slaves in the North worked mainly as house

servants for rich families. Now, fifty years later, Southerners wanted to see slavery spread to the new western territories as well.

For a short time after the Declaration of Independence was written, there seemed a slim chance that slavery might die out. That was partly because of the words that lie at the very heart of the Declaration:

We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

So how could people accept slavery and still live up to the words of the Declaration of Independence? A growing number of Americans, both Northerners and Southerners, believed that they could not. As John Adams wrote to his wife, Abigail, slaves “have as good a right to freedom as we have.” Some Americans freed their slaves during the Revolutionary War era. Before long, all the Northern states took steps to end slavery. The Northwest Ordinance banned slavery in five new western states. Congress ended the slave trade in 1808. The Constitution had provided for the end of the slave trade in 1808. No Southern state went so far as to free all the slaves, but a few made it easier for slave owners to free their slaves if they wished to.

The former president, George Washington, owned many slaves at Mount Vernon, his home in Virginia. He and other slave owners who believed that slavery was wrong, declared that when they died, their slaves were to be set free. By the early 1800s, there were about 150,000 free African Americans. Most of them lived in the Southern states. However, for most slaves in the South, freedom was still out of reach.

But not everyone who believed slavery was wrong favored equal civil rights for freed African Americans. This was certainly true in the five new western states to which the Northwest Ordinance applied. Ending slavery was one thing. Allowing African Americans to have the full rights of citizens—like voting, holding office, serving on juries, living where they wanted to live, working in whatever jobs they chose—was something else altogether.

While some people, such as Abraham Lincoln, did believe that the rights outlined in the Declaration of Independence extended to people of color—free or enslaved – many did not. For many people, the notion of liberty had more to do with self-government and the possibility of rising up economically than with the removal of racial slavery or with equal rights for people of color.

The Cotton Gin

Despite progress, by 1810, almost no slave owners were willing to free their slaves. What caused the change in attitude? Slaves had become much more valuable. A new invention called the cotton gin now made it even more profitable to use slave labor to grow cotton. Southerners began growing cotton back in the mid-1700s. Cotton, however, was not an important crop at first. That’s because the kind of cotton that grows best in the American South is filled with sticky green seeds. Those seeds had to be removed before the cotton could be used. At that time, it took a single person a whole day

to clean the seeds from just one pound of cotton. This increased the cost of Southern cotton a great deal. So most makers of cotton goods looked to other parts of the world for their supply of raw cotton.

In 1793, Eli Whitney, a young New Englander who liked to tinker with machines and solve problems, changed all that. That year, Whitney visited a Georgia plantation. The owner of the plantation showed Whitney some freshly picked cotton, complete with green seeds. She suggested that he might like to try to invent something that would remove the seeds more easily.

Whitney did just that, and in only ten days! The invention was a system of combs and brushes on rollers, small enough to fit into a small box. The contraption was powered by turning a handle. Later, Eli built a larger machine that cleaned up to fifty pounds of cotton a day. Whitney called his machine a cotton engine, or cotton gin for short. Eli Whitney's invention made it possible for Southerners to sell their cotton cheaply. Factories in the North, and especially in Great Britain, were now ready to buy all the cotton the South could grow. Soon, planters started large plantations on rich lands in the Mississippi and Alabama territories. Cotton quickly became The cotton gin made cotton a profitable crop in the Southern states and territories. By 1820, the South grew one hundred times as much cotton as it had raised before Eli Whitney built his cotton gin. To grow this cotton, the plantation owners needed more laborers to plow, plant, cultivate, and harvest. As a result, slaves were in greater demand than ever. The price of buying a slave doubled. Far from freeing their slaves, Southern planters now sought to buy more slaves.

Reflection Questions

1. What part of the constitution make John Adams and others believe that slavery was wrong?

2. Many wanted slavery to end but did not want them to have certain rights. What rights did they not want African Americans to have?

3. What did George Washington think about slavery? What action did he extend to his slaves?

4. What was the purpose of the cotton gin? How did the invention of the cotton gin increase the demand for slaves? Who wanted to buy the cotton from the South?

Literature/Poetry - Tuesday

Where the Red Fern Grows

Chapter 10 (30 minutes)

1. Why did the hunters make fun of Billy's hounds?

2. Who did Mama use to catch the chickens and why?

3. How did Old Dan get up in the tree?

Directions: Our poem is due next week. Work to memorize the last 4 lines of our poem this week. Start by reciting what you know then add on two more lines until you have the entire poem.

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone bewep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That when I scorn to change my state with kings.

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. Repeat two more times.

PE - Wednesday

This week in PE I want you to focus on several activities you can do with your family.

- Activity 1: Take a 20-30 minute walk/run.
- Activity 2: https://www.youtube.com/watch?v=L_A_HjHZxfI This is a stretching/cardio video.
- Activity 3: Pyramids. For this activity try doing Pushups and Situps by the numbers. If able, have a family member do this with you. The first person does one push up/sit-up then switch. Then do 2, and try to make it to 10.

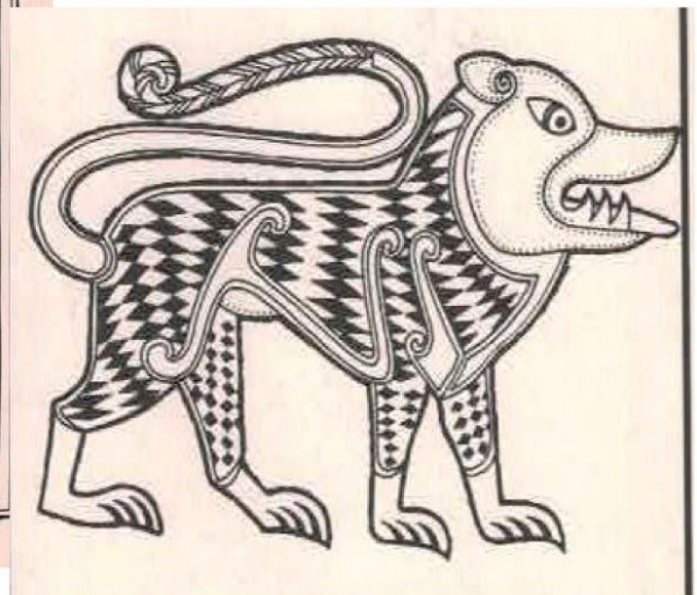
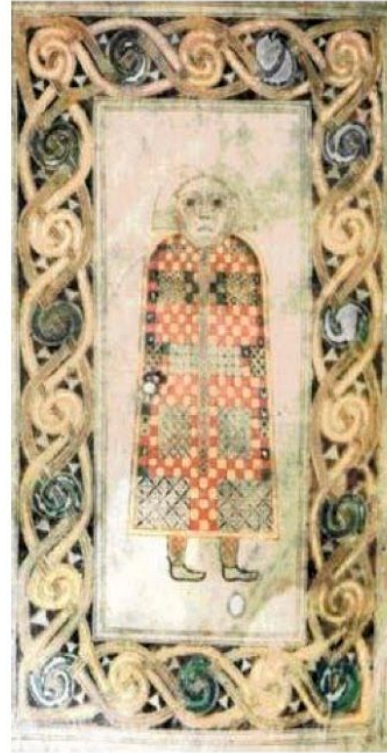
Briefly describe in a paragraph how these activities went, and what you were able to accomplish?

Art - Wednesday

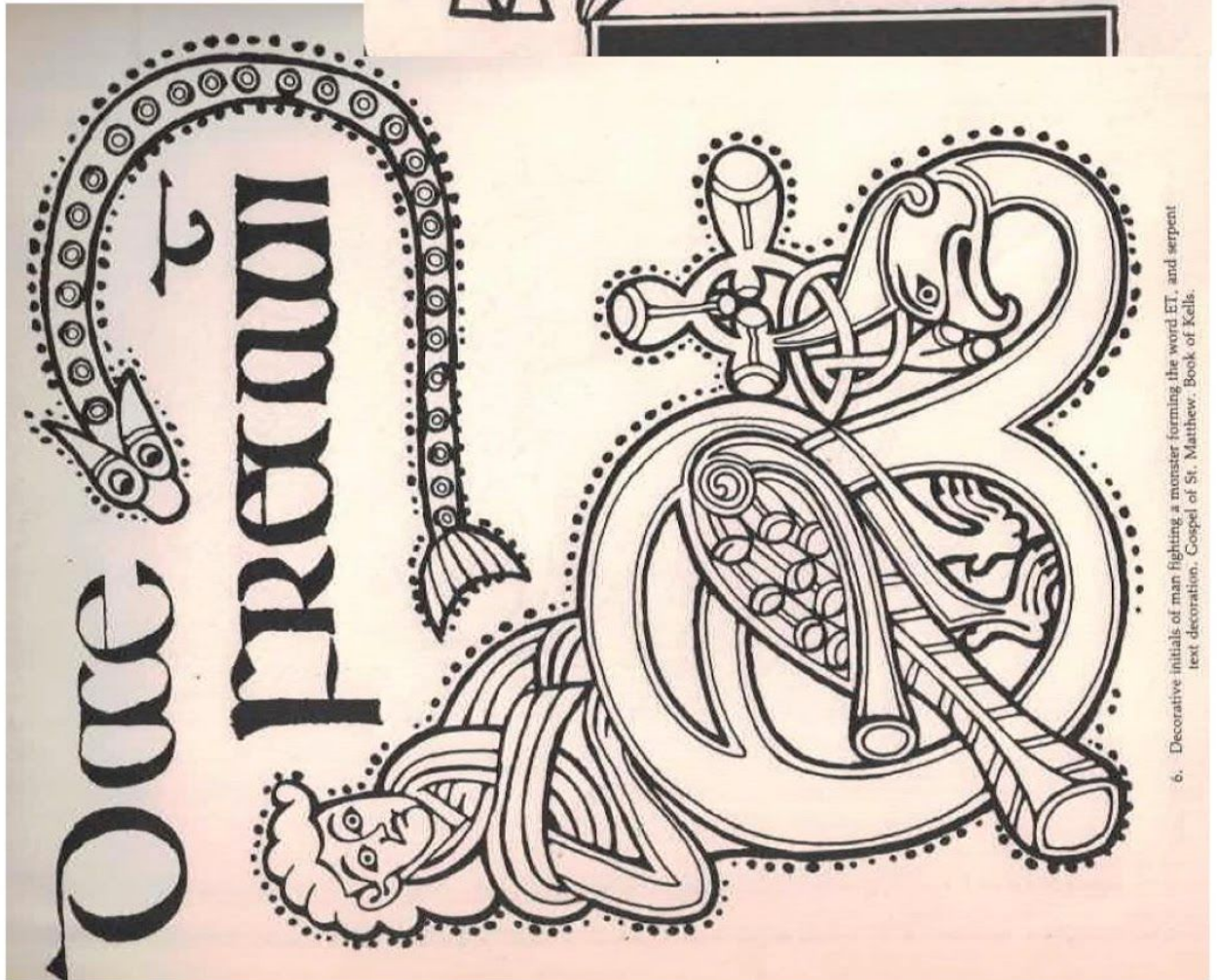
Remote Learning Assignment 3: Medieval Art

The following pictures are a few examples of Medieval art. You can color the images and try drawing a few different versions of them. Next week's assignment will be a more in-depth study of one of these, so feel free to experiment with representing these images using a variety of different materials.

Details from the Book of Durrow



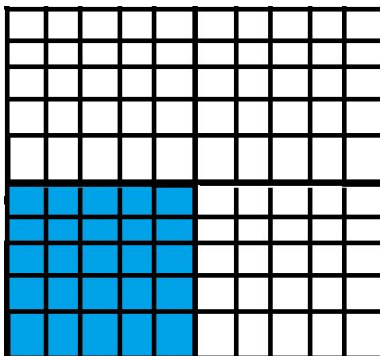
Details from
The Book of Kells:



6. Decorative initials of man fighting a monster forming the word ET, and serpent text decoration. Gospel of St. Matthew. Book of Kells.

Math - Wednesday

Let's take a look at this 100 square grid area model:



If we count each shaded square there are 25. Count them yourself if you don't believe me! ;)

Since there are 25 shaded squares out of 100 squares we know that 25% of the squares are shaded. Let's write this percentage as a fraction:

$$25\% = 25/100$$

If we look at this fraction, we can simplify or reduce. To simplify or reduce, we must find the GCF of both 25 and 100

Factors of 25; 1,5,25

Factors of 100; 1,2,4,5,10,20,25,50,100

Then we divide both the numerator and denominator by 25:

$$\frac{25}{100} = \frac{25 \div 25}{100 \div 25} = \frac{1}{4}$$

So, although we know 25/100 are shaded, we know equivalently $\frac{1}{4}$ of the whole is shaded. Which also means $\frac{3}{4}$ are **not** shaded.

Practice 9-10, TB p. 63

Complete tasks 2-4, Practice A, TB p. 68

Science - Wednesday

Nature's Recycling System

Think of a tree. Like any organism, the tree will eventually die and fall to the forest floor. What happens to it? Does it pile up with other dead trees, plants and animals, year after year?



[This Photo](#) by Unknown Author is

Remember that energy for organisms to live and grow flows through food chains and food webs, eventually to decomposers. When a tree falls in a forest, it is used for food for decomposers. Organisms that get energy to live by feeding on dead trees are called detritivores. Some detritivores, such as beetle larvae and worms, dig into the trunks and eat the dead bark and wood. As they eat through the wood, the tree starts to fall apart. Other detritivores, such as termites, dig in and consume more of the wood. As the wood is exposed, bacteria and fungi move in. They consume the last of the wood and the waste left behind by the first decomposers. After several years of this interaction between decomposers and once living material, all that remains is minerals.

Let's look more closely at the recycling system. In the deciduous forest of the eastern United States, detritus is most visible in fall. Then you are sure to see a layer of dead leaves and twigs, a few large tree limbs, and whole fallen trees. You might see a feather or a clump of fur left behind by a bird or raccoon, or scat (a pile of animal waste). You might find seeds and fallen fruit. You could find a piece of rattle snake skin, or the bones of an animal. All of these bits of organic matter are detritus, and detritus is part of every healthy ecosystem.

You might think that detritus is waste and trash. But decomposers use this accumulation as food. The first decomposers to use the detritus are the detritivores. They concentrate on the largest parts of the detritus layer. Animals like termites, beetle larvae, isopods and worms start to eat the fallen leaves and dead wood. As they eat the dead matter, the mass of detritus decreases slowly. The detritivores leave waste of their own, which becomes detritus.

Detritus worms are different from earthworms. Detritus worms live in the dead leaf layer. Earthworms burrow into the soil, where they live under the detritus layer. One common detritus worm is called the

redworm, or red wiggler. Home composters use redworms to decompose kitchen waste into rich fertilizer for gardens.



[This Photo](#) by Unknown Author is licensed

After the detritivores have chopped everything up, the real decomposers (bacteria and fungi) get to work. Bacteria and fungi work at the microscopic level. Bacteria don't have mouths. Instead they leak chemicals onto the detritus. The chemicals dissolve nutritious materials from the detritus. The bacteria soak up and dissolve materials. Then they move on to the next bit of organic material to repeat the process. Fungi get their nutrients the same way. When the fungi and bacteria are finished, the detritus has been reduced to simple materials. The bacteria soak up dissolved materials. Plants use these materials to produce food. Then the system starts again.

Reflection Questions

1. What are detritivores, and why are they important?

2. What is detritus?

3. What role do compost worms, such as red worms, play in the ecosystem?

4. How do bacteria consume or eat material?

Literature - Wednesday

Where the Red Fern Grows

Chapter 11 (30 minutes)

1. Why was it dangerous after the snowstorm?

2. What did Billy do when he couldn't save Little Ann?

3. What did Billy learn from the lantern clanging?

Directions: Practice your poem - the whole thing! Have an adult or someone else follow along and give you feedback so you know what you still need to work on. Use this time to practice as though you would in class: standing up straight, hands behind your back, clear strong voice.

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That when I scorn to change my state with kings.

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. Repeat two more times.

Assessments

Latin - Assessment

LC Practicing the language 5-1

nomen: _____

Instructio:

Circle the correct verb in parentheses that completes the sentence.
Then translate the sentence in the space below.

senēs (dormit, dormiunt)

senēs **dormiunt**.

The old men are sleeping.

a senēs in forō (dormit, dormiunt)

b puellae in theātrō (sedent, sedet)

c puer in viā (currunt, currit)

d Pompēiānī (plaudit, plaudunt)

e servus ad theātrum (venit, veniunt)

Math - Assessment

- 1) Express each decimal as a percentage
 - a) 0.75
 - b) 0.04
 - c) 0.9
 - d) 1.0
- 2) Express each percentage as a decimal
 - a) 35%
 - b) 7%
 - c) 100%
 - d) 1%
- 3) Express each percentage as a fraction in simplest form
 - a) 20%
 - b) 40%
 - c) 50%
 - d) 28%

Science - Assessment

1. Describe how the Sun's energy is transferred through food chains and food webs.

2. Predict how negative human actions such as pollution or depleting the deer population might affect the food web in a forest.

3. What is the role of decomposers in an ecosystem? What do decomposers depend on for food?

4. What are detritivores, and why are they important?

5. What role do detritus worms, such as red worms, play in the ecosystem? How do they help the environment?

History - Assessment

1. In your own words, what did the Declaration of Independence say that made it wrong for people to own slaves in America?

2. What did George Washington believe about slavery? What did he do for his slaves?

3. What was the purpose of the cotton gin? How did this invention increase the demand for slaves? How would the cotton gin help the South financially?

4. Some wanted to see slavery ended but did not want certain rights extended to African Americans. What rights did they not want extended to African Americans?

Literature/Poetry - Assessment

Directions: Answer comprehension questions for Chapters 9-11. Use complete sentences and your best handwriting.

1. What traits did Grandpa say make a man?

2. Why did Billy go to the store on Saturdays?

3. What happened when the dogs jumped over the river?

4. Why did Billy think that Old Dan had drowned?

5. What explanation did Papa have for the tree falling down?

Poetry: Practice reciting the entire poem. Ask for cues, when you need them and take note of where you're struggling so you are prepared to recite your poem next week.

Spalding - Assessment

Directions: After hearing the word, write the word using your best Spalding handwriting. Double check your work!



Great Hearts Western Hills Reading Log

Name _____

Week of _____

Monday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Tuesday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Wednesday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Thursday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Friday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	

Total minutes of reading this week: _____

Reading level & comprehension for the week ___Excellent ___ Satisfactory ___ Had Difficulty

Parent/Guardian Signature _____



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Student Attendance Affidavit

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 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 Thursday'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 Thursday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section:
