

5th Grade Student eLearning Activities Log Day 6

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 6

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities using Imagine Math via Clever.	Read "A Crafty Escape" on RAZ Kids via Clever and complete the online quiz.	Read "Explore Tornadoes!" and answer the questions.	PE: Exercise along with this video: Iron Man Workout https://www.youtube.com/watch?v=udK_PRSeVPI&t=26s Practice throwing with Throwing Target Practice
Wonders/ Maravillas activities				Music: Dance and sing along to a favorite song.
Read a story. Describe the main character using character traits. Draw a picture of the main character.	Complete Math handout – Standards Practice CC.5.NBT.3b and return them to school.	Read "A Crafty Escape" from RAZ Kids and summarize the story in a paragraph.	Read "Explore Tornadoes!" and answer the questions.	Art: Choose an object that is important to you (ex: stuffed animal, trophy/award, toy, etc.) and draw it. Use crayons, markers, or pencils.

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 6: Grado 5

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 6

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia accessed via Clever. (www.clever.com/in/maywood89)	Engage in Math activities using Imagine Math via Clever.	Read "A Crafty Escape" on RAZ Kids via Clever and complete the online quiz.	Read "Explore Tornadoes!" and answer the questions.	PE: Exercise along with this video: Iron Man Workout https://www.youtube.com/watch?v=udK_PRSeVPI&t=26s Practice throwing with Throwing Target Practice
Wonders/Maravillas activities				Music: Dance and sing along to a favorite song.
Read a story. Describe the main character using character traits. Draw a picture of the main character.	Complete Math handout – Standards Practice CC.5.NBT.3b and return them to school.	Read "A Crafty Escape" from RAZ Kids and summarize the story in a paragraph.	Read "Explore Tornadoes!" and answer the questions.	Art: Draw a picture of your neighborhood. Use crayons, markers, or pencils.

Firma de Padres _____ Fecha _____

Name _____

Sometimes as you read, you find a word you do not know. Look for **context clues** in the sentence or paragraph that will help you understand the meaning of the word. A context clue can be a definition or it might be a synonym of the unfamiliar word. Here's an example:

Different regions were **acquired**, or *added*, at different times.

The word *acquired* might be unfamiliar, so the author put a synonym inside commas right after *acquired*. The synonym, *added*, tells the reader what *acquired* means.

Read the following sentences. Circle the letter of the answer that best fits in the blank.

1. One treaty _____, or named, the 49th parallel as the border.
a. agreement b. assigned c. closed
2. They both had _____, or reasonable, ideas about what should be done.
a. valid b. claims c. dishonest
3. They _____, or moved from one place to another, after the war.
a. settled b. migrated c. opened
4. She used the _____, or motto, "Always Prepared!"
a. campaign b. idea c. slogan
5. Most problems can be solved if people _____, or talk about, their ideas.
a. discuss b. argue c. think

Name _____

Sometimes as you read, you find a word you do not know. Look for **context clues** in the sentence or paragraph that will help you understand the meaning of the word. A context clue can be a definition or it might be a synonym of the unfamiliar word. Here's an example:

Different regions were **acquired**, or *added*, at different times.

The word *acquired* might be unfamiliar, so the author put a synonym inside commas right after *acquired*. The synonym, *added*, tells the reader what *acquired* means.

Read the following sentences. Circle the letter of the answer that best fits in the blank.

1. One treaty _____, or named, the 49th parallel as the border.
a. agreement b. assigned c. closed
2. They both had _____, or reasonable, ideas about what should be done.
a. valid b. claims c. dishonest
3. They _____, or moved from one place to another, after the war.
a. settled b. migrated c. opened
4. She used the _____, or motto, "Always Prepared!"
a. campaign b. idea c. slogan
5. Most problems can be solved if people _____, or talk about, their ideas.
a. discuss b. argue c. think

- ¿Cuál de los verbos es el correcto en la siguiente oración?
A mi abuela le _____ darme un regalo al final del año escolar.
a) gustando b) gusta c) gustar
- Escribe la contracción de las palabras *a* y *el* en el espacio provisto.
Siempre vamos _____ parque después de la escuela.
- Encierra en un círculo la palabra con sufijo. Escribe el sufijo e indica su función.
Visito a mi abuelita todos los veranos.

- Encierra en un círculo las palabras que estén mal escritas y corrígelas.
El Junio pasado, ella me regalo un libros y un CD de cantos de pájaros.

- Corrige la oración. Usa el diccionario como ayuda.
Estoi emoxionado por saber qué me compro este anio.

- ¿Cuál de los verbos es el correcto en la siguiente oración?
A mi abuela le _____ darme un regalo al final del año escolar.
a) gustando b) gusta c) gustar
- Escribe la contracción de las palabras *a* y *el* en el espacio provisto.
Siempre vamos _____ parque después de la escuela.
- Encierra en un círculo la palabra con sufijo. Escribe el sufijo e indica su función.
Visito a mi abuelita todos los veranos.

- Encierra en un círculo las palabras que estén mal escritas y corrígelas.
El Junio pasado, ella me regalo un libros y un CD de cantos de pájaros.

- Corrige la oración. Usa el diccionario como ayuda.
Estoi emoxionado por saber qué me compro este anio.

Nombre _____

Dobla la hoja por la línea punteada. Escribe las palabras en los espacios en blanco a medida que se leen en voz alta. Cuando termines, abre la hoja y usa la lista que está a la derecha para corregir los errores ortográficos.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
- Palabras de repaso** 21. _____
22. _____
23. _____
- Palabras difíciles** 24. _____
25. _____

1. veloz
2. nuez
3. tapiz
4. raíz
5. veraces
6. capaz
7. cicatrices
8. pez
9. lápices
10. luz
11. fugaz
12. mordaz
13. eficaces
14. vez
15. perdiz
16. incapaces
17. altavoces
18. juez
19. nariz
20. paz
21. experto
22. accidente
23. contexto
24. portalápices
25. pequeñeces

Nombre _____

altavoces	fugaz	lápices	nariz	tapiz
cicatrices	incapaces	luz	nuez	veloz
eficaces	juez	mordaz	paz	veraces

A. Completa las palabras con las letras que faltan. Luego escribe las palabras en los espacios correspondientes.

1. vera____es _____
2. lu____ _____
3. morda____ _____
4. jue____ _____
5. velo____ _____
6. cicatri____es _____
7. fuga____ _____
8. tapi____ _____
9. nue____ _____
10. nari____ _____
11. incapa____es _____
12. lápi____es _____
13. efica____es _____
14. pa____ _____
15. altavo____es _____

B. Ordena las palabras en orden alfabético según sus primeras tres letras: *veraces, cicatriz, nuez, veloz, nariz.*

16. _____
17. _____
18. _____
19. _____
20. _____

Nombre _____

altavoces	fugaz	lápices	nariz	tapiz
cicatrices	incapaces	luz	nuez	veloz
eficaces	juez	mordaz	paz	veraces

A. Clasifica las palabras según la cantidad de sílabas.

Palabras con dos sílabas o menos

Palabras con más de dos sílabas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

B. Escribe dos oraciones sobre las líneas. Utiliza una palabra con z y otra con c.

Nombre _____

altavoces	fugaz	lápices	nariz	tapiz
cicatrices	incapaces	luz	nuez	veloz
eficaces	juez	mordaz	paz	veraces

A. Escribe las palabras relacionadas con los significados.

1. eficientes _____
2. calma _____
3. colores _____
4. claridad _____
5. sarcástico _____
6. efímero _____
7. verdaderos _____
8. rápido _____
9. alfombra _____
10. fruto _____

B. Completa las oraciones con las palabras de la lista.

11. Las personas que carecen de alguna aptitud se llaman _____.
12. El veredicto fue emitido por el _____ y apoyado por el jurado.
13. La última vez que mi primo usó su patineta, se golpeó, pero no le quedaron _____ de esa caída.
14. Instalaron los _____ en el auditorio para que se pudieran oír todas las presentaciones.
15. El día que tuve gripe, mi _____ estuvo muy congestionada.

A José le encantaba trabajar con animales. Escuchó sobre una vacante en la clínica veterinaria de la Dra. Susana Pérez y de forma veloz, ofreció su ayuda. La doctora Pérez vio que los sentimientos de José hacia los animales eran veraces, y que trabajar con animales sería su vocación, no simplemente un trabajo fugaz.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Escribe una breve historia acerca de un estudiante que tenga un trabajo de medio tiempo. Incluye al menos cuatro palabras de ortografía.

[illegible]

Nombre _____

Lee con atención los grupos de palabras. Solo una de las palabras del grupo está bien escrita. Marca el círculo de la respuesta correcta. Antes de empezar, observa el ejemplo A. Luego, haz el ejemplo B. Cuando hayas comprendido lo que debes hacer, continúa con el resto de los ejercicios.

Ejemplo A:

- Ⓐ disfras
- Ⓑ disfrás
- Ⓒ disfraz
- Ⓓ difraz

Ejemplo B:

- Ⓔ barnis
- Ⓕ barniz
- Ⓖ barrníz
- Ⓗ varniz

- | | | | |
|---|---|--|--|
| 1. Ⓐ capas
Ⓑ capaz
Ⓒ capás
Ⓓ capac | 6. Ⓔ lápizes
Ⓕ lápises
Ⓖ lápices
Ⓗ lápicez | 11. Ⓐ naríz
Ⓑ narís
Ⓒ naric
Ⓓ nariz | 16. Ⓔ incapazes
Ⓕ incapaces
Ⓖ incapazez
Ⓗ incapases |
| 2. Ⓔ cicatrizes
Ⓕ cicatrisés
Ⓖ cicatricez
Ⓗ cicatrices | 7. Ⓐ fugas
Ⓑ fugaz
Ⓒ fugac
Ⓓ fugáz | 12. Ⓔ verazes
Ⓕ veraces
Ⓖ verases
Ⓗ veracez | 17. Ⓐ raís
Ⓑ raic
Ⓒ raíz
Ⓓ rraíz |
| 3. Ⓐ pez
Ⓑ pec
Ⓒ pes
Ⓓ péz | 8. Ⓔ mordáz
Ⓕ mordaz
Ⓖ mordas
Ⓗ mordac | 13. Ⓐ jueś
Ⓑ gues
Ⓒ juez
Ⓓ güez | 18. Ⓔ tapis
Ⓕ tapic
Ⓖ tapíz
Ⓗ tapiz |
| 4. Ⓔ altavoses
Ⓕ altavoces
Ⓖ altavozes
Ⓗ altabocez | 9. Ⓐ eficazes
Ⓑ eficaces
Ⓒ eficases
Ⓓ eficacez | 14. Ⓔ ves
Ⓕ vez
Ⓖ bez
Ⓗ bes | 19. Ⓐ velos
Ⓑ veloz
Ⓒ velós
Ⓓ veloc |
| 5. Ⓐ lúz
Ⓑ lus
Ⓒ luz
Ⓓ luc | 10. Ⓔ pac
Ⓕ pas
Ⓖ páz
Ⓗ paz | 15. Ⓐ perdiz
Ⓑ perdís
Ⓒ perdic
Ⓓ perrdiz | 20. Ⓔ nues
Ⓕ nuez
Ⓖ nués
Ⓗ nuec |

CC.5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

1. The masses of four kittens in a litter are shown in the table below.

Kitten Masses

Kitten	Mass (in kg)
Jiba	1.75
Ernie	1.5
Abbey	1.8
Marley	1.875

Which number sentence correctly compares the weights of two of the kittens?

- A** $1.5 > 1.75$
B $1.8 < 1.875$
C $1.75 > 1.875$
D $1.5 > 1.875$
2. Which number sentence correctly compares 0.731 and 0.73?
- A** $0.73 > 0.731$
B $0.73 = 0.731$
C $0.731 < 0.73$
D $0.731 > 0.73$
3. Write a number sentence to compare 7.17 and 7.170.
- _____

4. Jun ran 100 meters in 15.2 seconds. Carla ran the same distance in 15.08 seconds. Which number sentence correctly compares these decimals?

- A** $15.2 < 15.08$
B $15.2 = 15.08$
C $15.08 < 15.2$
D $15.08 > 15.2$

5. Which number sentence is true?

- A** $8.650 = 8.065$
B $8.605 = 8.65$
C $8.65 = 8.650$
D $8.065 = 8.65$

6. In the deli where Tran works, a customer ordered 0.25 pound of cheese. When Tran put the cheese slices on the scale, they weighed 0.247 pound.

Write an inequality to compare the actual weight of the cheese to the weight the customer ordered.

Name _____

7. Which inequality is true?

- A $1.01 > 1.1$
- B $1.05 < 1.09$
- C $1.51 < 1.099$
- D $1.005 > 1.04$

8. Michelle has 0.5 pound of red peppers and 0.50 pound of green peppers. Which number sentence correctly compares the amounts of red and green peppers that Michelle has?

- A $0.5 = 0.50$
- B $0.5 > 0.50$
- C $0.50 > 0.5$
- D $0.50 < 0.5$

9. A truck stopped at a weigh station along the highway. The sign read "Maximum Weight 40.3 Tons." The truck weighed in at 40.09 tons.

Compare the maximum weight allowed and the truck's actual weight. Is the truck's weight greater than the maximum weight? Explain your answer.

10. At the zoo, 0.1 of the animals are birds and 0.04 of the animals are reptiles. Which number sentence correctly compares these decimals?

- A $0.04 = 0.1$
- B $0.04 > 0.1$
- C $0.1 < 0.04$
- D $0.1 > 0.04$

11. Which number sentence is true?

- A $3.33 < 3.303$
- B $3.33 > 3.303$
- C $3.303 > 3.33$
- D $3.303 = 3.33$

12. Chloe listed the types of trees she saw on her class hike. She noted that 0.36 of the trees she saw were oak trees and 0.3 of the trees she saw were maple trees.

Write an inequality to compare the amount of maple trees to the amount of oak trees Chloe saw.

A Crafty Escape

A Reading A-Z Level X Leveled Book

Word Count: 1,522

LEVELED BOOK • X

A Crafty Escape

Connections

Writing

Write a speech speaking out against slavery from the point of view of William or Ellen Craft. Deliver the speech to your class.

Social Studies

Research to learn more about the Underground Railroad. Create a poster that explains what it was. Include a map showing some of the main routes.

Reading A-Z

Visit www.readinga-z.com

for thousands of books and materials.

Written by Susan Lennox • Illustrated by James Nathaniel

www.readinga-z.com

**Multi
level
R•U•X**

A Crafty Escape



Written by Susan Lennox
Illustrated by James Nathaniel

www.readinga-z.com

Focus Question

Who were the Crafts, and
why are they remembered?

Words to Know

abolitionists	fugitive
bounty hunters	harbor
complexion	invalid
conductor	segregated
disguised	slavery
freedoms	vouched

A Crafty Escape
Level X Leveled Book
© Learning A-Z
Written by Susan Lennox
Illustrated by James Nathaniel

All rights reserved.

www.readinga-z.com

Correlation

LEVEL X	
Fountas & Pinnell	S
Reading Recovery	40
DRA	40



Ellen Craft



William Craft

Table of Contents

Introduction	4
Born into Slavery	5
A Decision Fueled by Love	6
Slavery in States and Territories, 1860	7
Preparing and Planning	8
The Great Escape Begins	10
Setting Sail for Freedom	12
Across the Ocean to Safety	13
The Long Trip Home	15
Glossary	16

Introduction

Dressing in costume as someone else can be entertaining and fun. Now imagine that your life depends on how well you play that part. In the nineteenth century, William and Ellen Craft did just that. The Crafts were two slaves who **disguised** themselves to escape their lives in the South.

People as Property

The Crafts, like all black slaves in nineteenth-century America, were considered property. They were forced to do whatever work their owners wanted them to do. As property, they had few, if any, of the rights enjoyed by white people. They could not learn to read or write. They could be bought and sold. They also could be starved, beaten, or even killed if they angered their owners.

In January 1863, President Lincoln signed the Emancipation Proclamation, which granted freedom to many, but not all, slaves. The original proclamation freed all slaves in most slaveholding states. It did not, however, pertain to Delaware, Maryland, Kentucky, and Missouri. Though these states permitted slaveholding, they never officially seceded from the Union. The slaves in those states would have to wait two more years to be free.



Born into Slavery

Like so many black people living in America during the mid-1800s, William and Ellen Craft were born into **slavery**. William, born in 1824, lived in Macon, Georgia. His family was owned by a man who liked to gamble. To settle his debts, the man sold off the members of William's family, one at a time.

William was sold when he was sixteen years old. He had been apprenticing as a carpenter and was quite skilled. William's training and talent would prove to be valuable assets. His new owner, a bank cashier, realized that William could provide him with a good income. He permitted William to work as a cabinetmaker and earn money for him.

Ellen was two years younger than William. Her mother was a slave and her father a white slaveholder. Ellen had a light **complexion**, so much so that people didn't suspect she had a slave mother. At the age of eleven, Ellen was "given" to her newly married half sister to work as her servant. Ellen moved to Macon with her half sister's family. There, she eventually met William.



Ellen Craft



William Craft



A Decision Fueled by Love

William and Ellen fell in love and wanted to be together, but slave marriages were complicated. Slaves were considered property with few of the **freedoms** that white people had. They needed their owners' permission to wed. Even if permission was granted, slave couples could not live together if they had different owners.

In 1846, Ellen and William finally received permission to marry. For two years, they lived apart, seeing each other only occasionally. The separation took its toll on the Crafts. They realized that at any moment, one of them could be sold and sent far away from the other. For this reason, Ellen did not want to have children. She couldn't bear the idea of having their child torn from them and sold.

Eventually, the Crafts realized that the only way they could live as a family was to escape and flee north. Black people could live freely in the Northern states. The big question was how the Crafts could do it without being caught. Fortunately, William had a plan.

Free or Slave?

In 1860, there were thirty-three states in the United States. Slavery was legal in the fifteen Southern "slave states" and illegal in the eighteen Northern "free states."

In the states where slavery was legal, black slaves had none of the rights of their white owners. In free states, black people could live as free citizens.

The slave states seceded from the United States to form the Confederacy. After the South lost the Civil War, the Thirteenth Amendment to the Constitution abolished slavery in the United States, and all states became free states.

Slavery in States and Territories, 1860



Preparing and Planning

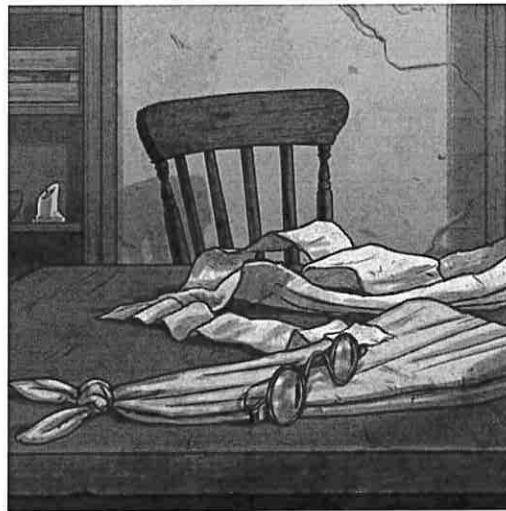
William came up with a daring scheme that involved disguising Ellen. They would escape and travel to Pennsylvania, the nearest free state. Because Ellen's skin was so light, she could pass as a white person. This would ensure that she would not be questioned while traveling north. William could travel with her as her loyal house servant. They would be hiding in plain sight.

There was just one problem—Ellen could not travel as a woman. Women of that era did not travel alone, and they certainly didn't travel with a male slave. Doing so would have attracted unwanted attention. The only way the plan would work was if Ellen traveled disguised as a man.



Ellen was reluctant and fearful at first. If they were caught, the penalties would be harsh. They would certainly be beaten and might even be risking their lives. She finally agreed when William explained how her disguise would work. The night of the escape, William would cut Ellen's hair short. She would wear special undergarments to hide her figure. She would also wear a bandage around her face and green spectacles to hide her beardless skin and feminine features.

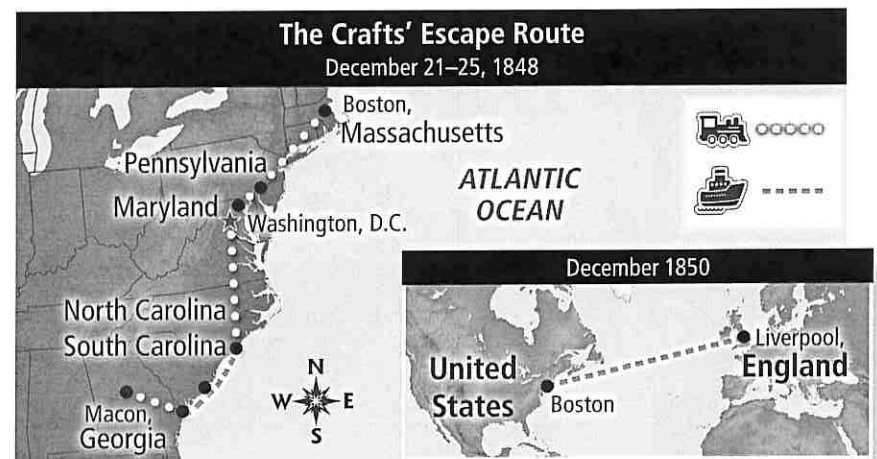
To complete the disguise, Ellen would wear one arm in a sling. Ellen had never learned to read or write. The sling would keep her from having to sign her name on any paperwork needed in those days to travel. The glasses, bandage, and sling would make Ellen appear sickly. Posing as an **invalid** would also explain William's presence as a dutiful servant attending his master. They could then travel without arousing suspicion.



The Great Escape Begins

The Crafts decided to make their escape on December 21, 1848. William had been hiding money from his cabinetmaking to fund their trip. The couple asked their owners for some time off so they could spend Christmas together. It was customary for owners to grant slaves a few days off during the holidays. The Crafts could take advantage of that time to escape and wouldn't be missed until they were long gone.

When the day arrived, William cut Ellen's hair and helped her into her costume. They both said a prayer and went to the Macon train depot to purchase tickets to Savannah, Georgia. They could not even support each other as they journeyed since travel was **segregated**. They boarded separate train cars and waited to begin the first leg of their trip.





Suddenly, William noticed a familiar face on the platform. It was the owner of the cabinetmaking shop where William worked! The man had a suspicion that William might be fleeing with his wife. He began walking through the train, searching for them. William crouched down in his seat, trembling. Just as the man reached William's train car, the departure bell sounded. He left, and William heaved a sigh of relief—he was safe.

Ellen, seated in another train car, had a scare of her own. When her seatmate arrived, he turned out to be her owner's good friend who had known Ellen for years. Ellen sat very still and dared not speak or look up. Fortunately, her disguise was so convincing that the man greeted her without a second glance and took his seat. Ellen pretended to be deaf so she could avoid talking and giving herself away.

Setting Sail for Freedom

The Crafts reached Savannah safely and boarded a steamer ship for Charleston, South Carolina. When the ship landed in Charleston, they tried to buy tickets to Philadelphia, Pennsylvania. However, a clerk refused to sign for the couple's tickets despite Ellen's apparent "injury." The boat captain from their first ship happened to pass by and offered to help. He **vouched** for the pair, and soon they were on their way north again.

The Crafts had several interesting encounters on their trip. Ellen was scolded by other passengers for thanking her slave. People didn't acknowledge their slaves in that way. One slave trader offered to buy William from Ellen. Others warned Ellen to beware of Northern **abolitionists** who would try to persuade her slave to escape.

Their final hurdle came in Baltimore, Maryland. Slave states that shared borders with free states had border patrols that checked for runaway slaves. The Maryland border patrol demanded proof of slave ownership from the Crafts. William and Ellen feared their quest for freedom was over. One officer took pity on the pair, however. He ordered the **conductor** to let them board. The Crafts arrived safely in Philadelphia on Christmas Day 1848. They found shelter in the home of an abolitionist.

Across the Ocean to Safety

For a while, life was good for the Crafts. They learned to read and write. Three weeks after arriving in Philadelphia, they went on to Boston, Massachusetts. William began working again as a cabinetmaker, and Ellen worked as a seamstress.

Their happiness did not last, however. In 1850, Congress passed the **Fugitive Slave Act**. The act made it a crime to **harbor** runaway slaves, even in free states. Law officers could receive a handsome reward for capturing and returning escaped slaves to their owners.



The Underground Railroad

How did the Crafts know where to go once they reached Philadelphia? A communication and travel network called the Underground Railroad steered them in the right direction.

The Underground Railroad sounds like a subway system, but it had no tracks, nor was it underground! It was a system of escape routes and safe houses run by people who helped runaway slaves get to freedom. The routes ran through free Northern states all the way to Canada.

Abolitionists knew to keep an eye out for black people coming into free states from the South. They would guide these newcomers to safety by providing shelter, food, and directions to freedom.

Two **bounty hunters** from Georgia named Willis Hughes and John Knight arrived in Boston. They were intent on making money by bringing the Crafts back to Georgia. They met with fierce resistance from the people of Boston, who knew of the Crafts' incredible and brave journey. Bostonians warned William and Ellen and harassed the bounty hunters. The terrified Crafts hid with friends while being hunted, but they could not bear to live in fear. In December 1850, they set out on another journey, this time to England.

CAUTION!!
COLORED PEOPLE
OF BOSTON, ONE & ALL,
You are hereby respectfully CAUTIONED and
advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,
For since the recent ORDER OF THE MAYOR &
ALDERMEN, they are empowered to act as
KIDNAPPERS
AND
Slave Catchers,
And they have already been actually employed in
KIDNAPPING, CATCHING, AND KEEPING
SLAVES. Therefore, if you value your LIBERTY,
and the Welfare of the Fugitives among you, Shun
them in every possible manner, as so many **DOGS**
on the track of the most unfortunate of your race.
Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.
APRIL 24, 1851.

A poster warns African American people in Boston that they could be seized without a fair trial and enslaved because of the Fugitive Slave Act.

The Bloodhound Law

In 1850, Congress passed the Fugitive Slave Act. This law stated that a person who aided a runaway slave would be fined \$1,000—a large sum in those days. Anyone who returned a slave to a Southern slave owner would get a reward, or bounty. The law was referred to as the Bloodhound Law because bounty hunters would use bloodhound dogs to track down fleeing runaways.

Because this was a federal law, it impacted free as well as slave states. Still, many antislavery officials in free states defied the law and refused to actively hunt down runaways or people who helped them.

The Long Trip Home

The Crafts settled in West London and had five children. They gave lectures against slavery throughout Great Britain. In 1860, William published a book about their harrowing tale of escape. The Crafts became teachers, ran a boarding house, and engaged in other business ventures to support their family.

In 1870, several years after slavery had been abolished in the United States, the Crafts returned to their homeland. They settled outside Savannah, Georgia. They purchased 1,800 acres (7.3 sq km) of land with money raised from antislavery supporters and friends in the North. They also launched the Woodville Cooperative Farm School in 1873. The school's goal was to educate freed slaves so they could enjoy the same opportunities the Crafts had. Although the school was initially successful, it soon ran into money problems and closed in 1876.

After fleeing many miles over many years, the Crafts moved to Charleston, South Carolina. Charleston had been one of their destinations during their escape. They spent their last years there together in freedom, just as they had always dreamed.

Glossary

abolitionists (<i>n.</i>)	people who fought to make slavery illegal (p. 12)
bounty hunters (<i>n.</i>)	people who track and capture others for a reward (p. 14)
complexion (<i>n.</i>)	the color and appearance of the skin on a person's face (p. 5)
conductor (<i>n.</i>)	one who collects tickets from passengers riding public transportation (p. 12)
disguised (<i>v.</i>)	pretended to be different by changing one's appearance (p. 4)
freedoms (<i>n.</i>)	rights or privileges of being free (p. 6)
fugitive (<i>n.</i>)	a person who is running from something, usually legal authorities (p. 13)
harbor (<i>v.</i>)	to hide or give refuge to a person (p. 13)
invalid (<i>n.</i>)	a person who is sick or injured and in need of care (p. 9)
segregated (<i>adj.</i>)	kept apart based on group differences, such as race (p. 10)
slavery (<i>n.</i>)	the state or condition of being a slave, or owned by another person (p. 5)
vouched (<i>v.</i>)	confirmed that something was true; stated one's belief in another person's good character (p. 12)

Explore Tornadoes!

phenomenal science

A **tornado** is an amazing, awesome act of nature that can leave citizens dumbfounded. It's a huge, swirling, beast of a storm that can appear to have a mind of its own.

Tornadoes start with a massive thundercloud. The cloud sucks huge amounts of air up its center. In the largest clouds, called **super cells**, there is enough energy in that upswelling of air to spawn a **tornado**. As warm, wet air collides with cool, dry air, the storm will spin faster and faster. It finally twists down to the ground, creating a **tornado**.

If you've ever seen a whirlpool form in a drain, you have seen how a **tornado** works. A drain's whirlpool, also known as a **vortex**, forms because of the down draft that the drain creates in the body of water. The downward flow of water into the drain begins to rotate, and as the rotation speeds up the **vortex** forms.

Tornadoes move and devour the ground, following a path controlled by the thundercloud it came from. Sometimes the **tornado** will appear to hop. The hops occur when the **vortex** is disturbed. The **tornado's vortex** will hop, form, and collapse along the thundercloud's path.

Scientists measure **tornado** strength on the **Fujita Scale**, also known as the **F-Scale**. Wind speeds are estimated by the damage accumulated from a **tornado**. Once those wind speeds are established, a **tornado** can be placed on the **F-Scale**. The weakest **tornadoes** are rated **F-0** with wind speeds of up to 72MPH. **F-2 tornadoes** can tear roofs from houses and destroy mobile homes. **F-4 tornadoes** are able to toss cars up in the sky with winds of up to 260mph. **F-5 tornadoes** bring total devastation at over 300 mph, no faster winds have ever been recorded by scientists. An **F-5 tornado** can pick up a cow and launch it as a projectile.

Despite modern radar technology, experts cannot predict exactly when and where a **tornado** will touch down. It's important to pay attention to emergency broadcasts if you live in a **tornado zone**. Should a **tornado** happen where you live, the safest place to be is an underground storm shelter with a very strong door such as a basement or emergency shelter.

Historical Tornadoes

1840

Great Natchez Tornado

The 2nd deadliest tornado in US history, this storm killed 317 people and injured 109.

1925

Tri-State Tornado

This giant storm left the longest recorded track in the world at 219 miles in length.

1974

Super Outbreak

Over 148 tornadoes hit 13 states, with nearly 30 of the tornadoes ranked on the Fujita Scale as F5.

2011

Joplin Tornado

One of the costliest single tornadoes in US history, the cost to rebuild after the Joplin disaster reached \$3 billion.

Safety Tips

1

Seek shelter immediately during a tornado.

2

Keep away from windows.

3

Keep away from electric sockets and wires.

4

Keep an emergency radio.

5

Move to a basement or under a sturdy table.

6

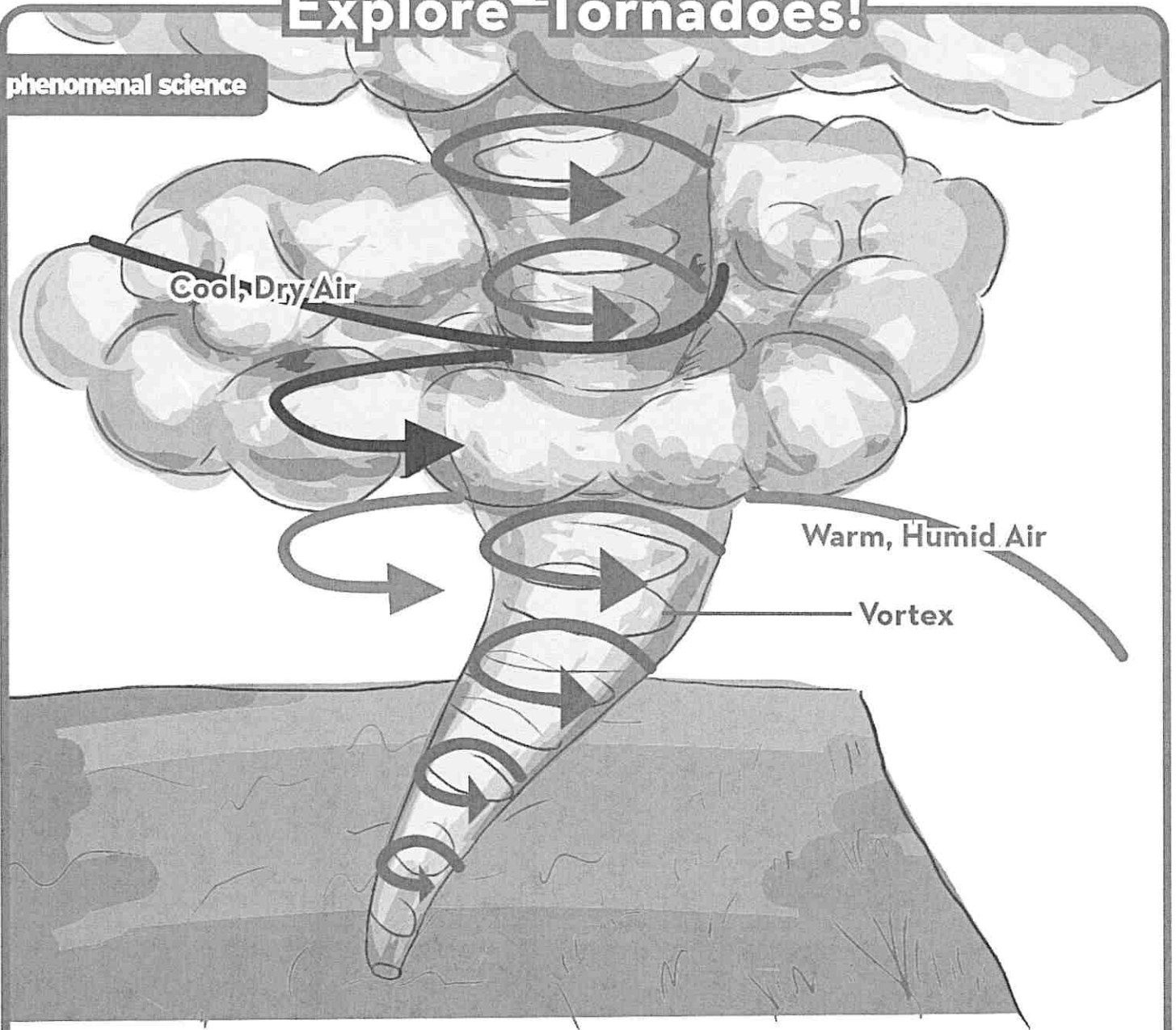
Research ways to secure and prepare your home.

7

Lay face down on the ground and cover yourself.

Explore Tornadoes!

phenomenal science



After reading the article on tornadoes, please answer the following questions:

What makes a tornado spin? _____

What is the Fujita Scale? _____

Describe how a tornado moves. _____

Overhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

Underhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

