



Dear 3rd – 5th Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



Reading (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes)- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídale que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios Sociales (20 minutos) - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos)- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos al día): es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.









<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

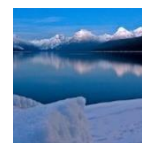
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 7 – May 4 – May 8

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 7 del 4 de mayo al 8 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

disdain	prospect	focused	superb
genius	stunned	perspective	transition

A. Write the correct word after its meaning.

1. able to concentrate on one thing _____
2. shocked _____
3. change from one activity to another _____
4. extremely intelligent person _____
5. point of view _____
6. something you look forward to _____
7. very fine; excellent _____
8. feeling of dislike _____

B. Write four sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

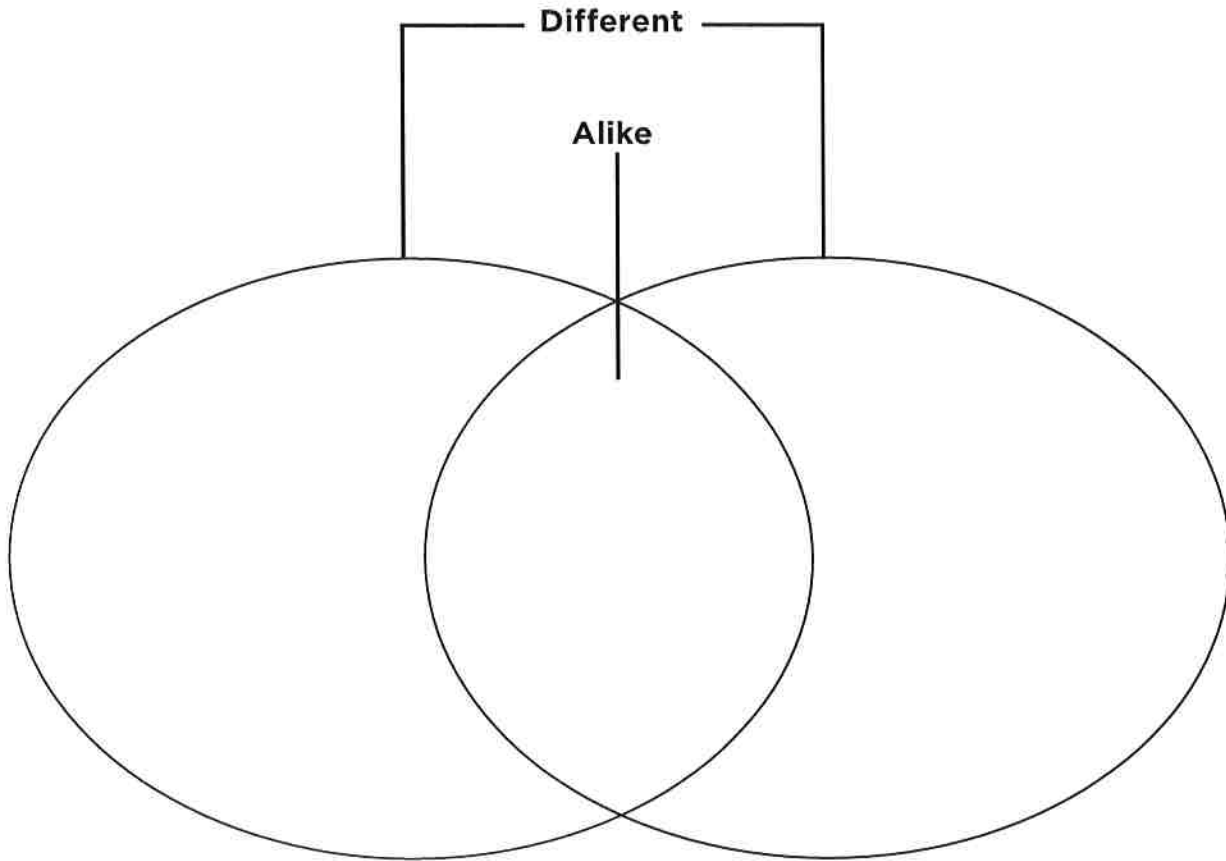
11. _____

12. _____

Comprehension: **Compare and Contrast Graphic Organizer**

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the make predictions strategy to help you understand what you are reading.

Bringing Home Laddie

11 “Papa, let’s go!” Sofia was dressed and waiting impatiently on the
23 shabby porch. Her father couldn’t hear her. He was in the neighbor’s
36 garden, digging up an old tree stump. Sofia frowned and picked at the
49 peeling paint on the railing. The sun hammered down. It was not only
63 hot, but sweltering. It would serve Papa right if she melted away like the
76 Wicked Witch of the West. Why should she have to wait? Why couldn’t
89 Mrs. Stone wait instead? Then Papa could drive Sofia to the animal shelter
now to adopt her new dog.

95 “Mom,” Sofia yelled, “Papa promised we could go early. Am I going to
108 have to walk?” She could imagine how unhappy she’d look—just another
120 stray dog trudging dejectedly down the road.

127 Her mother came to the door, carrying a damp pan in a dish towel.
141 “Sofia, come, help me with the dishes.” Sofia remained rooted against the
153 porch railing. “Papa won’t finish sooner because you’re standing here.
163 Come help me. He’ll be here in a little while.”

173 Giving a sigh of deep suffering, Sofia slowly followed her mother
184 into the cool, lemony kitchen. By the time the dishes were washed and
197 dried, Papa had returned. Sofia was surprised. The time really had passed
209 quickly, just as Mom had predicted it would.

217 When Sofia and her family got to the shelter, a woman took them inside
231 to see the dogs. The dogs were in a concrete courtyard lined with tiny
245 cages on all four sides. The place smelled really bad, like a cross between
259 mouthwash and Papa’s fishing bucket.

Name _____

“Go look,” said her father. Sofia went to one of the cages. The gaunt dog inside growled. Sofia stared at it blankly. Didn’t it like her? Maybe none of them would! Tears quickly filled her eyes.

The woman said, “That one’s just skin and bones and afraid of people. Come meet Laddie. He’s friendlier.” Sofia looked back at the forlorn little dog, and she could see now how sad it looked.

Laddie was larger than the first dog, and his black and white fur was shaggier. As soon as he saw Sofia, he stepped up, lifted his front legs, and scratched at the wire with his forepaws. One of his eyes was sky blue, and the other was chocolate brown. “Go ahead and pet him,” the woman said to Sofia. “Laddie doesn’t bite.” Sofia reached out her hand. The little sheepdog licked her fingers. Sofia felt a tug at her heart. Laddie had just slipped a leash over it.



The woman took Laddie out of his cage. He rolled onto his back, wagging his tail and gazing happily up at Sofia. She rubbed Laddie’s belly. The woman showed Sofia how to hold his leash in two hands for better control and how to clean up after Laddie when they went for walks. Sofia nodded in agreement and smiled, her eyes never leaving Laddie, who was rolling around on the floor.

When they got home, Sofia filled bowls with water and food. She set them on a rubber mat on the kitchen floor and watched Laddie eat. Then, she washed his food bowl and put it away. “Well,” Sofia’s mother observed with a proud smile, “it seems like you’ll be looking after someone else for a change.”

Sofia grinned and picked up Laddie’s leash along with a plastic bag. “Want to go meet Mrs. Stone?” As Laddie bounded beside her, his tail waved hello to all his new neighbors.

Name _____

A. Reread the passage and answer the questions.

1. How are the first dog and Laddie different?

2. What is Sofia like at the beginning of the story and at the end? What is the difference?

3. How are the animal shelter and Sofia's kitchen very different places?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

The Spelling Bee

Gabe stood in the wings of the high school auditorium. The stage was huge, with chairs for 45 students. There were 3,000 people in the audience. “This is very different from our school’s auditorium,” he thought. “Ours holds only 300 people. Our stage isn’t big enough to hold a fly.” Gabe had won his school’s spelling bee, but he did not think he would do well here. “I’ll do the best I can,” Gabe said to himself as he stepped onto the stage. By the end of the day, Gabe had made it to the state finals and felt a lot better about himself.

Answer the questions about the text.

1. **Realistic fiction has characters that could actually exist. It also tells about events people face in real life. What event in this text is like one in real life?**

2. **Hyperbole is a type of figurative language. Hyperbole exaggerates to paint a word picture. Give an example of hyperbole from the text.**

3. **The narrator is the person who is telling the story. Who is the narrator of this text? Explain how you know.**

4. **Write a descriptive detail from the text that tells how Gabe felt after the spelling bee. How does this detail help you experience the text as realistic?**

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.

Example: Terry was **impatient** because he was ready to leave and Dad was being really slow.

The word **impatient** might be unfamiliar, so the author gave clues to the meaning: *Terry was ready to leave* and *Dad was really slow*. You can tell that **impatient** means “ready to go and tired of waiting” in this context.

Read the following sentences. Circle the letter of the word that could be used in place of the word or words in bold.

1. The lonely dog hung his head and walked **unhappily** through the woods.
 - a. dejectedly
 - b. cheerfully
 - c. gladly
2. After being ill for several weeks, she was **very thin** and had little energy.
 - a. healthy
 - b. strong
 - c. gaunt
3. The dog stood with his **front feet** on the door and his nose against the glass.
 - a. two paws
 - b. forepaws
 - c. rear paws
4. On a **very hot** day like this, I really would like to jump into a lake and cool off.
 - a. chilly
 - b. cloudy
 - c. sweltering
5. The **sad** puppy watched hopelessly as the little boy walked away.
 - a. jolly
 - b. forlorn
 - c. silly

Name _____

- A suffix is a letter or group of letters that can be added to the end of a base word. A suffix changes the meaning of the base word.
- The suffix **-ful** means “full of.”
- The suffixes **-ion, -tion, -ation, -ition** mean “act or process of.”
- The suffix **-less** means “without.”
- The suffix **-ist** means “person who.”

Read each word in the box below. Then write each word next to the correct meaning. The first one has been done for you.

fearless	healthful	eruption	careful
violinist	discussion	biologist	weightless

1. full of care _____ **careful**
2. the act of discussing _____
3. without fear _____
4. someone who plays violin _____
5. the process of erupting _____
6. without weight _____
7. full of health _____
8. person who studies biology _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can change the opening to get the reader's attention.

Draft Model

I had waited a long time for a trip to the water park. The biggest slide was really high, but it was supposed to be fun.

1. What descriptive words could you add to the first sentence to make the reader want to know more about the writer's trip?
2. What details could you add to tell how the writer felt about going on this trip?
3. What details could you add to describe what the slide is like?
4. What details could you add to make the ride on the slide seem interesting?

B. Now revise the draft by adding details to create a strong opening.

Name _____

Gilbert wrote the paragraphs below using text evidence from *Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World* and “A Dusty Ride” to answer the question: *In your opinion, were Ida B and Ravi justified in feeling upset about the changes in their lives?*

Ida B and Ravi had every right to feel upset about the changes that occurred in their lives. First of all, Ida B had to deal with some serious issues all at once. She found out that her mother had cancer, that part of her family’s apple orchard would be destroyed, and that she had to go to public school after years of being home-schooled. It is a wonder she was able to find happiness amid such circumstances. If her teacher Ms. W. hadn’t given her the opportunity to read aloud to the class and share something she loves to do, Ida B might have remained sad.

Ravi faced major adjustments, too. He had to leave his friends and move to a place where he did not know anyone. Furthermore, he moved to an environment he knew nothing about. He was used to the city. A farm in the country was like a different world. He couldn’t even skateboard because there were no sidewalks. What a relief when he found something he wanted to do—learn to ride a horse.

Any child dealing with Ida B’s and Ravi’s problems would have struggled with such major changes. It says a lot about their character that they were able to recover so well.

Reread the passage. Follow the directions below.

1. **Circle** the word that links the ideas between the first and second paragraph.
2. **Draw a box** around the sentence that *best* restates Gilbert’s opening opinion.
3. **Underline** the sentence that shows the conflict Ida B had to deal with.
4. **Write** the dependent clause Gilbert used in his writing.

Name _____

Answer Key

disdain

prospect

focused

superb

genius

stunned

perspective

transition

A. Write the correct word after its meaning.

1. able to concentrate on one thing _____ **focused** _____
2. shocked _____ **stunned** _____
3. change from one activity to another _____ **transition** _____
4. extremely intelligent person _____ **genius** _____
5. point of view _____ **perspective** _____
6. something you look forward to _____ **prospect** _____
7. very fine; excellent _____ **superb** _____
8. feeling of dislike _____ **disdain** _____

B. Write four sentences. Use one vocabulary word in each sentence.

Possible responses provided.

9. She had an interesting *perspective* about why teachers are so important.

10. He made a *superb* drawing of the city skyline.

11. I was *stunned* to learn that my friend was moving out of town.

12. I tried to stay *focused* during the lesson in order to understand what was being taught.

Name _____ *Answer Key*

A. Reread the passage and answer the questions. Possible responses provided.

1. How are the first dog and Laddie different?

The first dog is small, gaunt, forlorn, and frightened. Laddie is larger, shaggier, and friendlier.

2. What is Sofia like at the beginning of the story and at the end? What is the difference?

At the beginning of the story, she is worried and in a hurry. By the end of the story, she is thankful and cheerful.

3. How are the animal shelter and Sofia's kitchen very different places?

The kitchen is cool and smells like lemon. The shelter is concrete, full of cages with dogs in them, and has a bad smell.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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Name _____

Answer key

The Spelling Bee

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Answer the questions about the text.

- 1. Realistic fiction has characters that could actually exist. It also tells about events people face in real life. What event in this text is like one in real life?**

Possible response: A boy is in a big auditorium. He is worried about doing well in a spelling bee. This is something that could happen in real life.
- 2. Hyperbole is a type of figurative language. Hyperbole exaggerates to paint a word picture. Give an example of hyperbole from the text.**

"Our stage isn't big enough to hold a fly."
- 3. The narrator is the person who is telling the story. Who is the narrator of this text? Explain how you know.**

The narrator is someone outside the story. I know because the narrator uses third-person pronouns to refer to Gabe.
- 4. Write a descriptive detail from the text that tells how Gabe felt after the spelling bee. How does this detail help you experience the text as realistic?**

Possible response: "Gabe had made it to the state finals and felt a lot better about himself." This is just how a real person would feel in that situation.

Name _____

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Name _____

Answer Key

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.

Example: Terry was **impatient** because he was ready to leave and Dad was being really slow.

The word **impatient** might be unfamiliar, so the author gave clues to the meaning: *Terry was ready to leave* and *Dad was really slow*. You can tell that **impatient** means “ready to go and tired of waiting” in this context.

Read the following sentences. Circle the letter of the word that could be used in place of the word or words in bold.

1. The lonely dog hung his head and walked **unhappily** through the woods.

- a. dejectedly b. cheerfully c. gladly

2. After being ill for several weeks, she was **very thin** and had little energy.

- a. healthy b. strong c. gaunt

3. The dog stood with his **front feet** on the door and his nose against the glass.

- a. two paws b. forepaws c. rear paws

4. On a **very hot** day like this, I really would like to jump into a lake and cool off.

- a. chilly b. cloudy c. sweltering

5. The **sad** puppy watched hopelessly as the little boy walked away.

- a. jolly b. forlorn c. silly

Answer Key

Name _____

- A suffix is a letter or group of letters that can be added to the end of a base word. A suffix changes the meaning of the base word.
- The suffix **-ful** means “full of.”
- The suffixes **-ion, -tion, -ation, -ition** mean “act or process of.”
- The suffix **-less** means “without.”
- The suffix **-ist** means “person who.”

Read each word in the box below. Then write each word next to the correct meaning. The first one has been done for you.

fearless	healthful	eruption	careful
violinist	discussion	biologist	weightless

1. full of care _____ **careful** _____
2. the act of discussing _____ **discussion** _____
3. without fear _____ **fearless** _____
4. someone who plays violin _____ **violinist** _____
5. the process of erupting _____ **eruption** _____
6. without weight _____ **weightless** _____
7. full of health _____ **healthful** _____
8. person who studies biology _____ **biologist** _____

Name _____

Answer Key

Gilbert wrote the paragraphs below using text evidence from *Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World* and "A Dusty Ride" to answer the question: *In your opinion, were Ida B and Ravi justified in feeling upset about the changes in their lives?*

Ida B and Ravi had every right to feel upset about the changes that occurred in their lives. First of all, Ida B had to deal with some serious issues all at once. She found out that her mother had cancer, that part of her family's apple orchard would be destroyed, and that she had to go to public school after years of being home-schooled. It is a wonder she was able to find happiness amid such circumstances. If her teacher Ms. W. hadn't given her the opportunity to read aloud to the class and share something she loves to do, Ida B might have remained sad.

Ravi faced major adjustments, too. He had to leave his friends and move to a place where he did not know anyone. Furthermore, he moved to an environment he knew nothing about. He was used to the city. A farm in the country was like a different world. He couldn't even skateboard because there were no sidewalks. What a relief when he found something he wanted to do—learn to ride a horse.

Any child dealing with Ida B's and Ravi's problems would have struggled with such major changes. It says a lot about their character that they were able to recover so well.

Reread the passage. Follow the directions below.

1. Circle the word that links the ideas between the first and second paragraph.
2. Draw a box around the sentence that *best* restates Gilbert's opening opinion.
3. Underline the sentence that shows the conflict Ida B had to deal with.
4. Write the dependent clause Gilbert used in his writing.

If her teacher Ms. W. hadn't given her the opportunity to read aloud to the class and share something she loves to do

HOW TO USE THIS BOOK

180 Days of Math for Fifth Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every fifth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	Addition or Subtraction	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
2	Multiplication	
3	Division	
4	Place Value or Number Sense	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands place-value structure of the base-ten number system
5	Fractions, Decimals, and Percents	Recognizes and generates equivalent forms of fractions, decimals, and percents
6	Order of Operations and Patterns	Understands the meanings of operations and how they relate to one another; represent and analyze patterns and functions
7	Algebra	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
9	Geometry	Analyzes characteristics and properties of two- and three-dimensional geometric shapes; Uses visualization and spatial reasoning to solve problems
10	Data Analysis	Selects and uses appropriate statistical methods to analyze data
11	Probability	Understands and applies basic concepts of probability
12	Word Problem/Logic Problem or Mathematical Reasoning	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

1. $127 + 56 =$ _____

2.
$$\begin{array}{r} 19 \\ \times 54 \\ \hline \end{array}$$

3. $80 \overline{)912}$

4. Is 68,765 greater than or less than 68,657?

5. $\frac{1}{5} \times 10 =$ _____

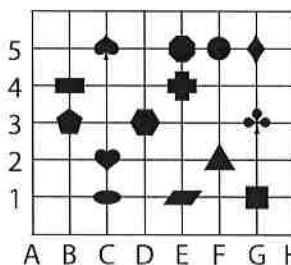
6. Write the number that comes next in the sequence. 35,207; 35,107; 35,007;

7. $82 - \square = 9 \times 9$

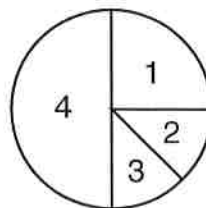
8. Calculate the volume of a rectangular prism that is 3 m by 2 m by 5 m.

9. True or false? Parallel lines can cross at some point.

10. Name the shape that is located at (E,5).



11. Using the spinner below, which number has a 1 in 4 chance of being spun?



12. Freddy gives dog baths on Saturdays to earn some money. He charges \$5.00 per dog. It takes him 20 minutes to bathe and dry each dog. How much money can he earn in 3 hours?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

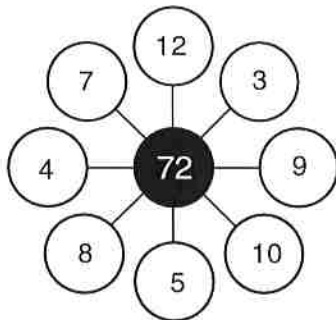
11. (Y) (N)

12. (Y) (N)

____ / 12
Total

1. Subtract 48 from 179.

2. Color two factors to give the central product.



3. $465 \div 44 =$ _____

4. $80,000 + 4,000 + 70 + 9 =$

5. Write $1\frac{1}{4}$ as an improper fraction.

6. $5 \times 8 + 6 \cdot 8 =$ _____

7.

$$\begin{array}{r} 38 \\ + \square \\ \hline 43 \end{array}$$

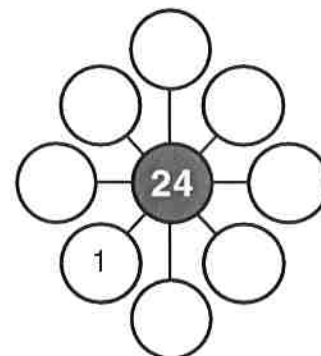
8. 4 yards = _____ feet

9. Can the cross-section of a cube be a square?

10. What is the mean of these numbers?
97, 125, 104, 99, 86

11. On a trip, Sharon takes a green shirt and a red shirt. She brings a skirt and a pair of pants. List all the possible outfits Sharon can make with these clothes.

12. Factor wheels show all the factors of a number. Complete the factor wheel.



NAME: _____

DIRECTIONS

Solve each problem.

1. $135 + 68 =$ _____

2.
$$\begin{array}{r} 49 \\ \times 23 \\ \hline \end{array}$$

3. $361 \div 24 =$ _____

4. Arrange the numbers in ascending order.

3,657; 3,756; 3,567

5. Simplify $\frac{8}{10}$. _____

6. $17 \cdot 9 - 8 \cdot 3 =$

7. $25 \times \square = 175$

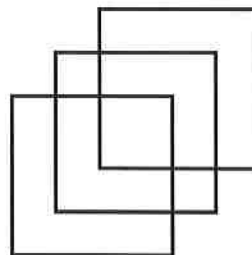
8. _____ mL = 4.5 L

9. How many vertices are on a cube?

10. What is the outlier in this data set?
422; 992; 1,124; 924; 1,042

11. The numbers 1 through 10 are written on individual cards and placed in a bag. If you reach into the bag and grab one card, what is the probability that it will be a number formed only with straight lines?

12. How many squares of any size are there in the image?

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. (Y) (N)

1. $147 - 39 = \underline{\hspace{2cm}}$

7.
$$\begin{array}{r} \square \\ - 146 \\ \hline 37 \end{array}$$

2. (Y) (N)

2. $9^2 = \underline{\hspace{2cm}}$

8. Calculate the perimeter of a rectangle that is 5 m by 4 m.

4. (Y) (N)

9. Is 150° an acute angle?

5. (Y) (N)

3. List all the factors of 20.

10. What is the median of this data set?
624, 652, 598

6. (Y) (N)

4. Round 57,503 to the nearest thousand.

7. (Y) (N)

11. Is it *impossible*, *likely*, *certain*, or *unlikely* that you will ride a Ferris wheel at lunch today?

8. (Y) (N)

5. Write the mixed number for $\frac{8}{5}$.

9. (Y) (N)

10. (Y) (N)

6. $14 \cdot 7 - 3 \cdot 9 = \underline{\hspace{2cm}}$

12. Mrs. Hammdy has \$30.00 in her wallet. She and her two friends go to the movies. After buying three movie tickets, she has \$4.50 left in her wallet. How much was each ticket?

11. (Y) (N)

12. (Y) (N)

____ / 12
Total

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 356 \\ + 138 \\ \hline \end{array}$$

2. $6.3 \times 2.5 =$ _____

3. $843 \div 72 =$ _____

4. What is the value of the digit 2 in the number 25,307?

5. $\$9.45 + \$8.65 =$ _____

6. Write the number that comes next in the sequence.

660, 550, 440, _____

7. $x \div 20 = 10 \times 1$

$x =$ _____

8. $3\frac{1}{2}$ feet = _____ inches

9. How many faces does a rectangular pyramid have?

10. True or false? A pie graph uses a circle divided into sectors of different sizes to represent information.

11. You make trail mix using the following ingredients: 25 candies, 50 raisins, 75 pieces of cereal, and 50 peanuts. If you reach in the bowl and grab one piece of food, what is the probability you will not grab a piece of cereal?

12. How many seconds are in two days?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

ANSWER KEY *(cont.)*

Day 159

- 84
- 1,484
- 11 R10 or 11.16
- 24,903
- $3\frac{1}{3}$
- 15
- 48
- no
- isosceles triangle
- 14.3%
- 0
- Output: 5, 10, 15, 20, 25, 30
Rule: Multiply the input by 5 to get the output.

Day 160

- 43
- 3, 6, 9, 12
- 12 R20 or 12.32
- 1,648; 2,025; 3,319
- \$40.00
- 625
- 50
- 12
- no
- $\frac{3}{11}$
- $\frac{4}{11}$, 0.36, 36%, or 4 out of 11
- 28

Day 161

- 183
- 1,026
- 11 R32 or 11.40
- greater than
- 2
- 34,907
- 1
- 30 m^3
- false
- octagon
- Number 1
- \$45.00

Day 162

- 131
- 8 and 9 should be colored.
- 10 R25 or 10.57
- 84,079
- $\frac{5}{4}$
- 88
- 5
- 12
- yes
- 102.2
- green shirt, skirt; green shirt, pants; red shirt, skirt; red shirt, pants
- Clockwise after 1: 2, 3, 4, 24, 12, 8, 6

Day 163

- 203
- 1,127
- 15 R1 or 15.04
- 3,567; 3,657; 3,756
- $\frac{4}{5}$
- 129
- 7
- 4,500
- 8 vertices
- 422
- $\frac{3}{10}$, 0.30, 30%, or 3 out of 10
- up to 8 squares can be found

Day 164

- 108
- 81
- 1, 2, 4, 5, 10, 20
- 58,000
- $1\frac{3}{5}$
- 71
- 183
- 18 m
- no
- 624
- unlikely
- \$8.50

Day 165

- 494
- 15.75
- 11 R51 or 11.71
- 2 ten thousands or 20,000
- \$18.10
- 330
- 200
- 42
- 5 faces
- true
- $\frac{125}{200}$, $\frac{5}{8}$, 0.625, 62.5%, or 5 out of 8
- 172,800 seconds

Day 166

- 223
- 1,288
- 12 R21 or 12.34
- 73rd
- 70
- 40
- 140
- 27 cm^3
- no
- 12.5%
- $\frac{15}{20}$, $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- 10 yards

Day 167

- 54
- 2,550
- yes
- 600,004
- 0.35
- 56
- 42
- 24 cm
- no
- false
- $\frac{1}{2}$, 0.50, 50%, or 1 out of 2
- 5 pieces

Day 168

- 25
- 6745

- 17 R4 or 17.25
- 30,000 or 3 ten thousands
- $2\frac{1}{4}$
- 51
- 21
- 20 cm^2
- 165°
- 40 members
- blue
- \$5.00

Day 169

- 206
- 3,526
- 11 R36 or 11.92
- 56,299
- $\frac{4}{5}$
- 13
- 59
- 3,000
- any angle bigger than 90° but smaller than 180°
- true
- $\frac{2}{7}$, 0.285, 28.5%, or 2 out of 7
- 460,729

Day 170

- 105
- 0.2314
- 13 R11 or 13.39
- 80,000
- $\frac{3}{4}$
- 131
- 16
- 6
- 75 inches
- 40 books
- $\frac{150}{200}$, $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- magic square answers:

10	5	6
3	7	11
8	9	4

What does a spiral galaxy look like from different angles?

- 1. Use cups to make this spiral galaxy.

These cups represent a spiral galaxy. The sun is a star near the edge of the Milky Way, a spiral galaxy.



Materials




25 cups

Inquiry Skill

You can use a physical **model** to help see things from different angles.

- 2. **Observe** the cups from directly above. The Milky Way Galaxy looks like this from outside the galaxy. Draw a diagram from this angle.
- 3. Kneel to observe the cups at eye level from the edge. The Milky Way Galaxy looks like this from Earth, which is near the edge of the galaxy. Draw a diagram from this angle.

Explain Your Results

- 4.  Describe the differences in **observations** from different angles.



.....

.....

.....

- 5. How is your **model** like a spiral galaxy?
How is it different?

.....

.....

.....

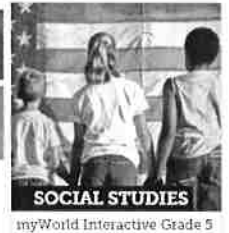
Drawings of Spiral Galaxy Model

Viewed from Above

Viewed from the Edge

Chapter 9: Civil War and Reconstruction

Lesson 1: Struggles Over Slavery



The song "The Battle Cry of Freedom" was popular during the U.S. Civil War.

Primary Source

"Yes, we'll rally round the flag, boys, we'll rally once again, Shouting the battle cry of Freedom."

— George F. Root, 1862

Quest Connections

Read the words to the "Battle Cry of Freedom." What do you think the word *freedom* in the song means? What did freedom mean to the North? What did it mean to the South?

Both sides were fighting for freedom but disagreed about what *freedom* meant. Their fight was the bloodiest in U.S. history. What divided our nation so deeply? Read on to find out.

The North and South Grow Apart

Much of the South is low and level with rich soil. The climate is warm and sunny for much of the year. Many people lived on big farms called **plantations**. The economy was primarily based on agriculture, supplying raw goods to the North. Many of the farmworkers were enslaved African Americans and the Southern economy depended upon their work.

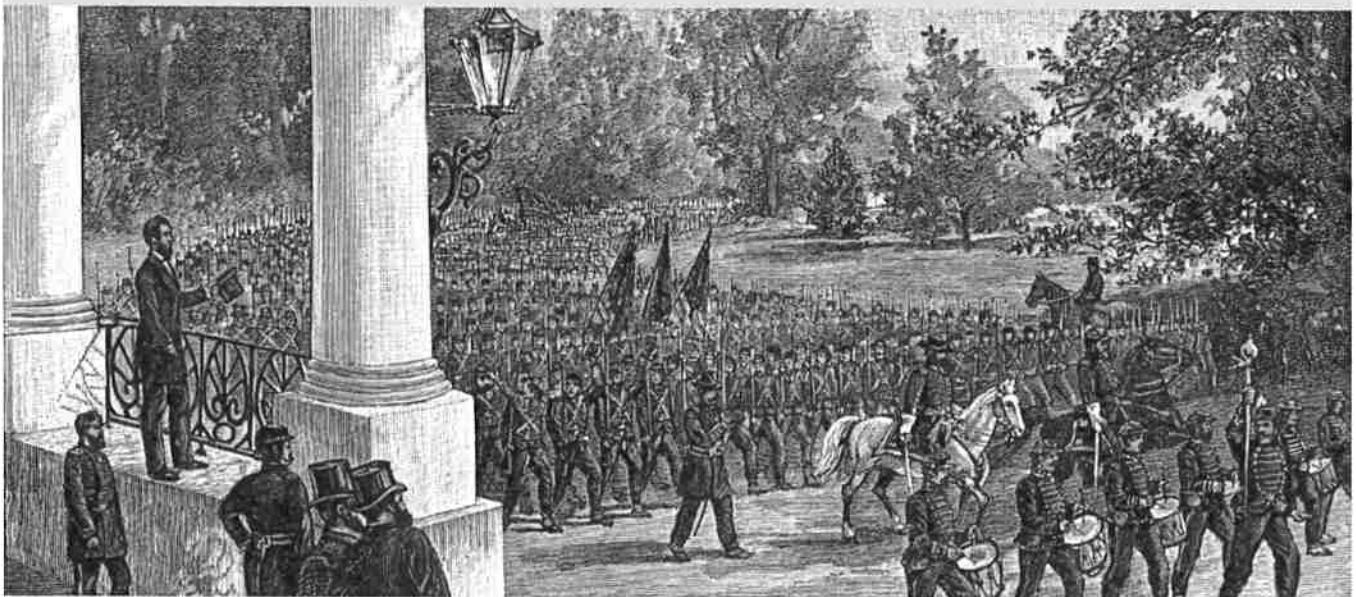
The geography of the North is very different. It has hills, mountains, and lakes. The climate is cold and snowy in the winter. Northeastern resources include coal for making steel and fueling factory machines. In the 1800s, the Industrial Revolution changed life in the North. Many people moved to urban areas to work in factories. Factories used raw materials from the South, such as cotton, to produce finished products.

The Southern port of New Orleans was important to both regions. To meet the demand for manufactured products, goods were shipped from the North down the Mississippi River to New Orleans. Differences in geography and industrialization shaped the culture and economy of the North and South and divided the two regions. This was called sectionalism, and many feared it would lead to a civil war.



Source: University of Virginia Library

Proud Union soldiers march by the White House as President Lincoln looks on.




Tough Compromises

After the American Revolution, the United States **obtained** the region called the Northwest Territory. This was the area we call the Midwest, and it doubled the country. Congress passed a law called the Northwest Ordinance of 1787. It outlined how new states could be formed. Once admitted to the **Union**, or the United States, a new state would have the same rights as other states.

Slavery was prohibited in this territory, and this ban sparked arguments. Many wanted the same number of slave states, where slavery was allowed, and free states, where it was illegal. They feared that if there were more representatives in Congress for either side, it might threaten **states' rights**, the rights of states to make their own local laws.

In 1819, Missouri asked to join the Union as a slave state. That would upset the balance in Congress. A compromise was worked out. A **compromise** occurs when each side gives in a little to reach an agreement. A law known as the Missouri Compromise was passed in 1820.

According to the Missouri Compromise, Missouri could be a slave state and Maine would join the Union as a free state. In addition, an imaginary line, called the Mason-Dixon line, was used. States north of the line would be free states. States south of the line could allow slavery if they wished.

1.  **READING CHECK** Turn and talk with a partner. Discuss the three parts of the Missouri Compromise.

More New States

In 1845, the Republic of Texas was annexed (united or joined) to the United States. Part of the republic became the state of Texas, a slave state. The rest of the territory was to be divided into four new states. Of the other four new states, those north of the line set by the Missouri Compromise would be free. But those south of the line could vote on whether to allow slavery.

Tensions flared again in 1849 when California applied to join the Union as a free state. The solution was the Compromise of 1850. To satisfy the North, California was admitted as a free state. To satisfy the South, the North agreed to the Fugitive Slave Law.

A fugitive is someone who escapes and runs away. The Fugitive Slave Law said that escaped enslaved African Americans must be returned to their owners, even if they had reached a free state. Congress hoped that this law would keep the country united.

In 1854, Nebraska was split into the Nebraska Territory and Kansas Territory. Under the Kansas-Nebraska Act, the people of each territory could vote to decide if they would allow slavery.

“Bleeding Kansas”

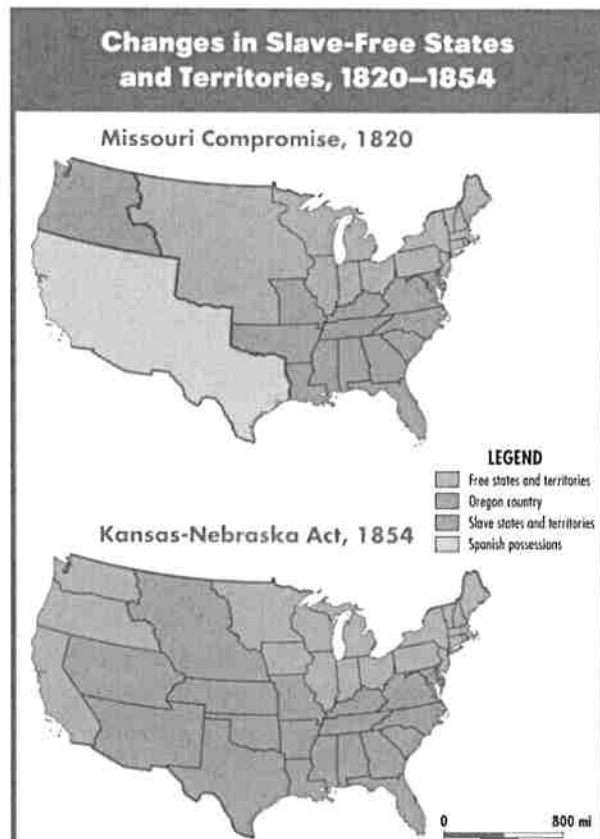
A majority vote would decide whether Kansas would be free or allow slavery. Both sides rushed to Kansas to vote. When the votes were counted, the proslavery side had won. The Kansas Territory would allow slavery.

Northerners demanded that the vote be thrown out. Southerners argued that the vote should stand. Most people who lived in Kansas wanted peace. People clashed all over the Kansas Territory. By 1856, this violence had earned the territory the sad name “Bleeding Kansas.”

2.  **READING CHECK** Study the maps.

Describe how the Kansas-Nebraska Act affected the spread of slavery.

 **Notebook**



Escape to Freedom

The Fugitive Slave Law said the escaped enslaved African Americans had to be returned to their owners, even if they were in a free state. This did not stop thousands of slaves from trying to escape to freedom, however. The fugitives usually followed different routes on the Underground Railroad.

The Underground Railroad was not an actual train. It was an organized, secret system to help enslaved African Americans escape, mostly to the North or to Canada. The “stations” on the Underground Railroad were the houses, churches, and other places the fugitives hid and rested.

Many people helped the escaping African Americans. These people became known as “conductors.” Harriet Tubman, an escaped slave, was one of the most famous conductors. At great personal risk, Tubman made many trips south to lead more people to freedom. Tubman’s route was one of three major routes that went through New Jersey.

Because the Underground Railroad was secret, no one knows how many enslaved African Americans escaped—probably only a few thousand each year between 1840 and 1860. This seems like a lot of people, but in the 1860s, nearly 4 million people in the United States were enslaved.

People escaping used maps like this one.

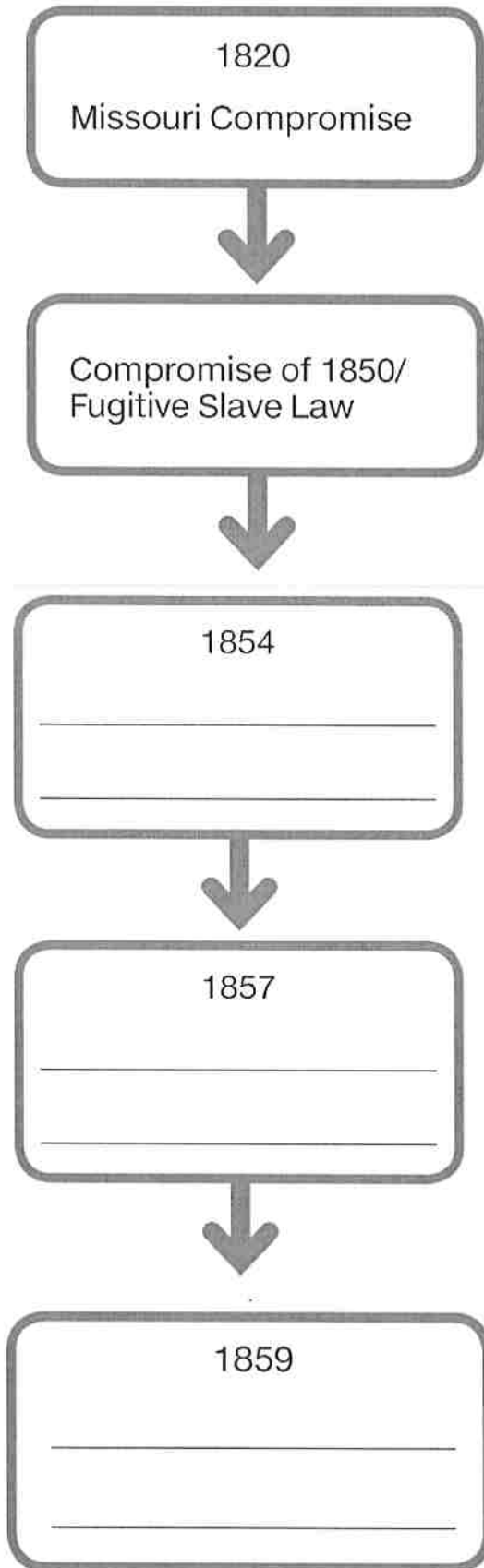


Starting Down the Road to War

The North and South became further divided. In Boston, William Lloyd Garrison published a newspaper called *The Liberator*. Frederick Douglass, an African American who had escaped from slavery, published an antislavery newspaper called *The North Star*. Garrison and Douglass were abolitionists, people who wanted to abolish, or get rid of, slavery. In the South, writers and speakers argued for states’ rights and the freedom to keep their way of life.

Women played a big role in fighting slavery. Sojourner Truth was an African American woman who had been enslaved in New York, but she was freed when New York outlawed slavery. In 1843, she joined the abolition movement. Harriet Beecher Stowe published a novel called *Uncle Tom’s Cabin*. This book described the cruelties of slavery and convinced many people to oppose it.

3. **READING CHECK** **Sequence** Fill in the missing items to **show the sequence** of events leading to the Civil War.



Anger Grows

One event that made people angry was the case of an enslaved man named Dred Scott from Missouri. Scott's owner had taken him to two free states, Illinois and Wisconsin, before returning to Missouri. When Scott's owner died, Scott claimed he was free because he had lived in free states. In 1857, the Supreme Court ruled that Scott had no rights because African Americans were not citizens.

Then, in 1859, abolitionist John Brown attacked Harper's Ferry, Virginia. Brown had fought in Bleeding Kansas. Now he wanted to attack slavery supporters in Virginia, but he needed weapons. He decided to steal weapons the army had stored at Harper's Ferry. Brown and 21 other men raided Harper's Ferry on October 16, but soldiers stopped them. Brown was caught, tried, and hanged. John Brown's raid did not succeed, but it showed that the fight over slavery was getting fiercer.

4.  **READING CHECK** Explain how John Brown's raid might have been a sign that war was unavoidable.

 Notebook

The Election of 1860

Abraham Lincoln wanted to keep slavery from spreading to new territories and states. "I hate it because of the monstrous injustice," he said in 1854. The Republican Party in Illinois chose Lincoln to run for the U.S. Senate in 1858. Lincoln's opponent, Democratic senator Stephen Douglas disagreed. He believed that each state had the right to decide whether or not to allow slavery. Douglas won that election, but Lincoln's arguments in a series of famous debates with Douglas made him a leader of the new Republican Party.

The 1860 presidential election had four major candidates. The Democratic Party had split in two. The Northern Democrats chose Stephen Douglas. The Southern Democrats chose John Breckenridge. The Republicans chose Abraham Lincoln. The Constitutional Union Party chose John Bell.


The election reflected the sharp divide between the North and South. Lincoln won, but he did not win any electoral votes in the Southern states because voters there worried that he would end slavery if elected.

While running for the U.S. Senate in 1858, Lincoln had said:

Primary Source

"'A house divided against itself cannot stand.' I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved . . . but I do expect it will cease to be divided. It will become all one thing, or all the other."

— Abraham Lincoln's acceptance speech to Illinois Republican Party, June 16, 1858

5.  **READING CHECK** Analyze what the 1860 election showed about what was going on in the country.

 Notebook



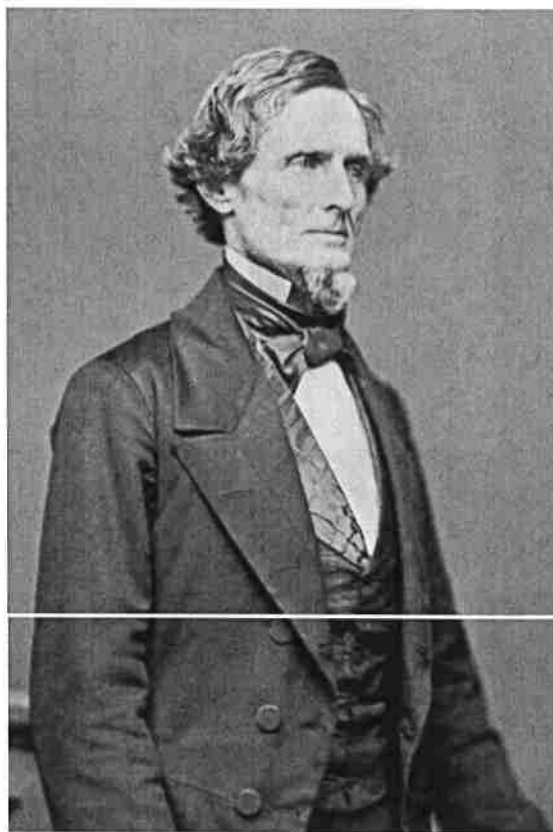
The South Breaks Away

Even before the election, some Southern leaders had talked about **secession**, or separating, from the Union. Many Southerners wanted their own country. After Lincoln's election, South Carolina became the first to secede.

By March 1861, Alabama, Florida, Mississippi, Georgia, Louisiana, and Texas had also seceded. These states formed their own government, called the Confederate States of America, also known as the **Confederacy**. *Confederacy*, like *Union*, means "joined together."

The Confederate leaders wrote a constitution and elected Jefferson Davis as president. They seized forts across the South.

States that remained loyal to the U.S. government were still called the Union. A civil war now seemed certain. The word *civil* refers to citizens, so a civil war is a war among citizens of the same country.



Confederate president Jefferson Davis

Lesson 1 Check

6. Describe one of the differences that made the Missouri Compromise necessary.

Notebook

7. Write a sentence from the viewpoint of presidential candidate Abraham Lincoln **describing** what he would be willing to fight for.

Notebook

8. **Quest Connections** Identify the words in the song “Battle Cry of Freedom” that would serve to excite people and strengthen their feelings of patriotism.

Notebook

Answer Key

Lesson 1 Struggles Over Slavery

INTERACTIVITY
Participate in a class discussion to preview the content of this lesson.


Check The BIG Question
I will know the causes of the Civil War.

Vocabulary
plantation
Union
states' rights
compromise
Underground Railroad
abolitionist
secession
Confederacy

Academic Vocabulary
obtain
according

Jumpstart Activity
You want to go to the movies and your friend wants to go on a hike. How do you decide what to do? Share your ideas of how to compromise. With a classmate, act out one idea.

Proud Union soldiers march by the White House as President Lincoln looks on.



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Tough Compromises

After the American Revolution, the United States **obtained** the region called the Northwest Territory. This was the area we call the Midwest, and it doubled the country. Congress passed a law called the Northwest Ordinance of 1787. It outlined how new states could be formed. Once admitted to the **Union**, or the United States, a new state would have the same rights as other states.

Slavery was prohibited in this territory, and this ban sparked arguments. Many wanted the same number of slave states, where slavery was allowed, and free states, where it was illegal. They feared that if there were more representatives in Congress for either side, it might threaten **states' rights**, the rights of states to make their own local laws.

In 1819, Missouri asked to join the Union as a slave state. That would upset the balance in Congress. A compromise was worked out. A **compromise** occurs when each side gives in a little to reach an agreement. A law known as the Missouri Compromise was passed in 1820.

According to the Missouri Compromise, Missouri could be a slave state and Maine would join the Union as a free state. In addition, an imaginary line, called the Mason Dixon line, was used. States north of the line would be free states. States south of the line could allow slavery if they wished.

1. Reading Check
Turn and talk with a partner. Discuss the three parts of the Missouri Compromise.

More New States

In 1845, the Republic of Texas was annexed (united or joined) to the United States. Part of the republic became the state of Texas, a slave state. The rest of the territory was to be divided into four new states. Of the other four new states, those north of the line set by the Missouri Compromise would be free. But those south of the line could vote on whether to allow slavery.

Tensions flared again in 1849 when California applied to join the Union as a free state. The solution was the Compromise of 1850. To satisfy the North, California was admitted as a free state. To satisfy the South, the North agreed to the Fugitive Slave Law.

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A fugitive is someone who escapes and runs away. The Fugitive Slave Law said that escaped enslaved African Americans must be returned to their owners, even if they had reached a free state. Congress hoped that this law would keep the country united.

In 1854, Nebraska was split into the Nebraska Territory and Kansas Territory. Under the Kansas Nebraska Act, the people of each territory could vote to decide if they would allow slavery.

"Bleeding Kansas"

A majority vote would decide whether Kansas would be free or allow slavery. Both sides rushed to Kansas to vote. When the votes were counted, the proslavery side had won. The Kansas Territory would allow slavery.

Northerners demanded that the vote be thrown out. Southerners argued that the vote should stand. Most people who lived in Kansas wanted peace. People clashed all over the Kansas Territory. By 1856, this violence had earned the territory the sad name "bleeding Kansas."



2. **Reading Check** Study the maps. Describe how the Kansas Nebraska Act affected the spread of slavery.

Possible answer: Slavery became legal in areas far to the west

Starting Down the Road to War

The North and South became further divided. In Boston, William Lloyd Garrison published a newspaper called *The Liberator*. Frederick Douglass, an African American who had escaped from slavery, published an antislavery newspaper called *The North Star*. Garrison and Douglass were **abolitionists**, people who wanted to abolish, or get rid of, slavery. In the South, writers and speakers argued for states' rights and the freedom to keep their way of life.

Women played a big role in fighting slavery. Sojourner Truth was an African American woman who had been enslaved in New York, but she was freed when New York outlawed slavery. In 1843, she joined the abolition movement. Harriet Beecher Stow published a novel called *Uncle Tom's Cabin*. This book described the cruelties of slavery and convinced many people to oppose it.

Anger Grows

One event that made people angry was the case of an enslaved man named Dred Scott from Missouri. Scott's owner had taken him to two free states, Illinois and Wisconsin, before returning to Missouri. When Scott's owner died, Scott claimed he was free because he had lived in free states. In 1857, the Supreme Court ruled that Scott had no rights because African Americans were not citizens.

Then, in 1859, abolitionist John Brown attacked Harper's Ferry, Virginia. Brown had fought in Bleeding Kansas. Now he wanted to attack slavery supporters in Virginia, but he needed weapons. He decided to steal weapons the army had stored at Harper's Ferry. Brown and 21 other men raided Harper's Ferry on October 16, but soldiers stopped them. Brown was caught, tried, and hanged. John Brown's raid did not succeed, but it showed that the fight over slavery was getting fiercer.

4. **Reading Check** Explain how John Brown's raid might have been a sign that war was unavoidable.

Possible answer: It showed how fierce the fight over slavery had become.

3. Reading Check

Sequence Fill in the missing items to show the sequence of events leading to the Civil War.



The Election of 1860

Abraham Lincoln wanted to keep slavery from spreading to new territories and states. "I hate it because of the monstrous injustice," he said in 1854. The Republican Party in Illinois chose Lincoln to run for the U.S. Senate in 1858. Lincoln's opponent, Democratic senator Stephen Douglas disagreed. He believed that each state had the right to decide whether or not to allow slavery. Douglas won that election, but Lincoln's arguments in a series of famous debates with Douglas made him a leader of the new Republican Party.

The 1860 presidential election had four major candidates. The Democratic Party had split in two. The Northern Democrats chose Stephen Douglas. The Southern Democrats chose John Breckinridge. The Republicans chose Abraham Lincoln. The Constitutional Union Party chose John Bell.

The election reflected the sharp divide between the North and South. Lincoln won, but he did not win any electoral votes in the Southern states because voters there worried that he would end slavery if elected.

While running for the U.S. Senate in 1858, Lincoln had said:

Primary Source

"A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved... but I do expect it will cease to be divided. It will become all one thing, or all the other."

Abraham Lincoln's acceptance speech to Illinois Republican Party, June 16, 1858

This was a frightening prediction. Soon, Lincoln and his fellow Americans would find out if the Union could survive.

5. **Reading Check** Analyze what the 1860 election showed about what was going on in the country.

Possible answer: The result of the election showed that there was a sharp divide between the North and South.

Abraham Lincoln, standing, argued for stopping the spread of slavery during the Lincoln Douglas debates.



The South Breaks Away

Even before the election, some Southern leaders had talked about **secession**, or separating, from the Union. Many Southerners wanted their own country. After Lincoln's election, South Carolina became the first to secede.

By March 1861, Alabama, Florida, Mississippi, Georgia, Louisiana, and Texas had also seceded. These states formed their own government, called the Confederate States of America, also known as the **Confederacy**. *Confederacy*, like *Union*, means "joined together."

The Confederate leaders wrote a constitution and elected Jefferson Davis as president. They seized forts across the South.

States that remained loyal to the U.S. government were still called the Union. A civil war now seemed certain. The word *civil* refers to citizens, so a civil war is a war among citizens of the same country.



Confederate president Jefferson Davis

Lesson 1 Check

INTERACTIVITY
Check your understanding of the key ideas of this lesson.

6. Describe one of the differences that made the Missouri Compromise necessary.

Possible answer: The North and South had different types of economies.

7. Write a sentence from the viewpoint of presidential candidate Abraham Lincoln describing what he would be willing to fight for.

Possible answer: I will fight to abolish slavery. I will fight to save the Union.

8. **Quick Connections** Identify the words in the song "Battle Cry of Freedom" that would serve to excite people and strengthen their feelings of patriotism.

Possible answer: The words *flag* and *freedom* appeal to people's feelings of patriotism.