



Dear 6th – 8th 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 on a daily basis.



Reading (20 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as Pearson Realize, Compass Learning, and [Scholastic](#). 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](#) (6th grade only), [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, their feelings, their thoughts about what they are reading, a letter, an information piece about something on which they are an expert. Writing packet options are available [here](#).



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Mathia. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#), [Khan Academy](#), 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 and complete the quiz. Also visit [Education.com](#), [Newsela](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes) - if you have access to 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 this [Optics 4 Kids](#) to learn about cool optical illusions and visit [Ask a Biologist](#) for virtual field trips and activities. Visit [YouTube videos](#) and [National Geographic Kids](#) to learn more about science. 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 6º a 8º grado:

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



Lectura (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como Pearson Realize, Compass Learning y [Scholastic](#). 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, pídeles que le cuenten de qué se 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 tiene acceso a recursos en línea, visite [Scholastic Story Starters](#) (solo 6th grado), [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, sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta, una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura están disponibles [aquí](#).



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



Estudios sociales (20 minutos) - Si tienen acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Encontrarán artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aquí. También visite [Education.com](#), [Newsela](#), y [IXL](#) para actividades interactivas. 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. Visite [YouTube videos](#) y [National Geographic Kids](#) para aprender más de ciencias. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos diarios) - 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

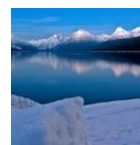
Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

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 Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	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 Lexia
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

The Enchanted Pool: A Japanese folktale

By Naomi Wakan, Cricket Media on 01.13.20

Word Count **878**

Level **MAX**



"It was the Pool of Youth," said the man. Photo: Sirachai Arunrugstichai/Getty

Once long ago in a village in Japan there lived an old man and an old woman. They had been married for many years and loved each other dearly. Their hut was at the edge of the village near a small forest. Every day the old man went into the forest to gather firewood so that the old woman could cook their evening millet.

One night it grew late, and the old man still had not returned from gathering firewood. His wife began to worry about him. She didn't like the idea of going into the dark forest to look for him, but just as she was putting a shawl around her shoulders to go out, someone opened the door.

It was a young man.

"Who are you, and why are you walking into my home without even knocking?" she cried.

"Don't be silly," the young man replied. "I am your husband."

"You certainly aren't my husband," the old lady said. "My husband has gray hair, and he is stooped from all his years of hard work."

"But I am your husband," the young man insisted. "Sit down, and I'll tell you what happened."

The old lady was a little scared to sit down with the stranger, but she did so.

"I left this morning to gather firewood just as I always do," the man said, "and I wandered farther into the forest than usual. Suddenly I saw a pool that I had never noticed before. The water looked so cool and inviting, and I was so tired from the heat, that I took off my clothes and jumped in. The water was deep, and as I came up I accidentally swallowed a mouthful. It was pure and cold and tasted like the sweetest honey. I dried myself with my tenugui and then looked into the pool. Imagine how surprised I was when I saw a young man looking back at me from the pool. His hair was thick and black, not gray, and his shoulders were broad and strong, not stooped."

"What in the world happened?" asked the old woman. When she looked closer at the young man, she could see that he did indeed resemble her husband as she remembered him when they were first married.

"It was the Pool of Youth," said the man. "The one we used to hear about when we were children. Whoever drinks from it becomes young once more. Come on, good wife, come with me now and take a drink also. It will be like starting our life together all over again."

The old woman could hardly wait to try out the water for herself, but she was frightened of the dark woods, so she replied, "Oh, tomorrow is good enough. Now I'll cook us a bit of supper, and we'll take our rest as usual."

Nothing her husband said would make her change her mind. So he left it at that, and they ate their evening meal and went to sleep.

During the night the old woman tossed and turned. She couldn't stop thinking of the Pool of Youth. She knew she'd be able to find it, because at supper her husband had described exactly where it was in the forest. At last she decided she couldn't wait any longer to drink the water, even if it meant walking through the dark forest by herself. While her husband snored peacefully, the old woman got up, wrapped her shawl around her and crept out of the hut.

When the old man (who was now young) woke up in the morning, he reached his hand across the bed. His wife was not there. He laughed and thought, I bet she couldn't wait and sneaked out to take a good drink at the Pool of Youth. Soon she will come back as radiant and beautiful as the day we were wed.

But the old woman didn't return. Her husband began to worry and decided to go into the forest and search for her. No matter how loudly he called out, no voice replied. Eventually, he reached the pool, but his wife was nowhere to be seen. On the ground were her clothes, and he wondered if she had somehow drowned. He was about to jump in and find out when he heard a loud wailing.

On the ground on the other side of the pool was a tiny crying baby. Its little legs and arms were waving in the air. The husband was horrified. What had happened? he wondered. Then it suddenly came to him. His wife had been so excited about being young again that she drank too much water from the pool. Not only had she become a young woman, but she had not stopped drinking, and doubtless she had changed into a little girl and now was a baby.

Sadly the man gathered up the clothes, picked up his baby wife and returned to his cottage. No longer would she have a hot meal ready for him when he returned home, nor would he have a

lovely young wife to dance with at the village matsuri. Now he'd have to spend his days washing diapers and feeding his wife with a small spoon. What else was there to do?

Writing : What is a theme of this text? I identify a theme, and describe how the author develops that theme through the characters, plot and other aspects of the text.

Essay

5-7

paragraphs

Quiz

- 1 Read the paragraph below from the story.

"I left this morning to gather firewood just as I always do," the man said, "and I wandered farther into the forest than usual. Suddenly I saw a pool that I had never noticed before. The water looked so cool and inviting, and I was so tired from the heat, that I took off my clothes and jumped in. The water was deep, and as I came up I accidentally swallowed a mouthful. It was pure and cold and tasted like the sweetest honey. I dried myself with my tenugui and then looked into the pool. Imagine how surprised I was when I saw a young man looking back at me from the pool. His hair was thick and black, not gray, and his shoulders were broad and strong, not stooped."

Which sentence from the paragraph shows WHY the old man drank water from the Pool of Youth?

- (A) Suddenly I saw a pool that I had never noticed before.
 - (B) The water looked so cool and inviting, and I was so tired from the heat, that I took off my clothes and jumped in.
 - (C) The water was deep, and as I came up I accidentally swallowed a mouthful.
 - (D) Imagine how surprised I was when I saw a young man looking back at me from the pool.
- 2 Read the paragraph below from the story.

On the ground on the other side of the pool was a tiny crying baby. Its little legs and arms were waving in the air. The husband was horrified. What had happened? he wondered. Then it suddenly came to him. His wife had been so excited about being young again that she drank too much water from the pool. Not only had she become a young woman, but she had not stopped drinking, and doubtless she had changed into a little girl and now was a baby.

What happens in this paragraph?

- (A) The old man realizes his wife left for the pool.
 - (B) The old man discovers his wife has become a baby.
 - (C) The old man decides to care for his changed wife.
 - (D) The old man is worried he drank too much water from the pool.
- 3 How does the old woman feel about the Pool of Youth?
- (A) She is certain that it is a make-believe place.
 - (B) She is fearful it will turn her into a baby.
 - (C) She is upset with the way it affected her husband.
 - (D) She is eager to go and drink water from it.
- 4 WHY does the old woman not recognize her husband?
- (A) He looked much younger than he was when he left.
 - (B) He has gray hair and is stooped over from hard work.
 - (C) He did not knock on the door before coming inside.
 - (D) He was wearing a shawl that disguised how he looked.

Answer Key

- 1 Read the paragraph below from the story.

"I left this morning to gather firewood just as I always do," the man said, "and I wandered farther into the forest than usual. Suddenly I saw a pool that I had never noticed before. The water looked so cool and inviting, and I was so tired from the heat, that I took off my clothes and jumped in. The water was deep, and as I came up I accidentally swallowed a mouthful. It was pure and cold and tasted like the sweetest honey. I dried myself with my tenugui and then looked into the pool. Imagine how surprised I was when I saw a young man looking back at me from the pool. His hair was thick and black, not gray, and his shoulders were broad and strong, not stooped."

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On the ground on the other side of the pool was a tiny crying baby. Its little legs and arms were waving in the air. The husband was horrified. What had happened? he wondered. Then it suddenly came to him. His wife had been so excited about being young again that she drank too much water from the pool. Not only had she become a young woman, but she had not stopped drinking, and doubtless she had changed into a little girl and now was a baby.

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Literary Analysis: Folk Tale**Practice**

A **folk tale** is a story that is composed orally and then passed from person to person by word of mouth. Folk tales often teach a lesson about life. They show the world in simple terms, with a clear separation between good and evil. Many folk tales from different cultures have similar kinds of characters, plots, and themes.

Read the following summary of a folk tale. Then, answer the questions and complete the activities that follow.

Two quarreling brothers were lost in the woods. Each blamed the other for their problems. They grew hungry and came upon a house made out of food: fruit, bread, cheese, even meat. As they fought over some cheddar, a giant came out of the house and grabbed the elder brother. Later, the younger one peeked through a window and saw his brother in a cage near a huge tub of boiling water. The young man wept, for he knew the giant planned to cook his brother. The older brother saw him and waved. He pointed to the giant sleeping nearby and signaled for his brother to climb in. The younger brother freed the elder one, and together they killed the giant. Then they found their way home and never quarreled again.

- _____ Which lesson about life does this folk tale teach?
 - Do not take what is not yours.
 - Giants can be dangerous.
 - People should cooperate, not fight.
 - Take extra food when you go to the woods.
- _____ Which idea about good and evil does this folk tale portray?
 - Good and evil are not very different.
 - You can be good and then become evil.
 - Killing the giant is both good and evil.
 - Good can overcome evil.
- _____ Which fairy tale does this folk tale most resemble?
 - "Hansel and Gretel"
 - "Sleeping Beauty"
 - "Cinderella"
 - "Goldilocks and the Three Bears"
- In what way does the folk tale about the brothers resemble this fairy tale—in its plot, characters, or theme? _____

Literary Analysis: Folk Tale**Assess**

Read the following summary of a folk tale. Then, answer the questions.

A king had three daughters, all born on the same day but all very different from one another. One was strong; one was beautiful; one was gentle. When it came time to decide who should inherit the throne, the king asked each princess a question: "What do you want most in life?" The strong princess said, "Great wealth, for then I can buy anything I want." The beautiful princess said, "Great power, because I will be able to make others do what I want." The gentle princess said, "I want others to be as happy as I am." The king decided to make the gentle daughter his heir, for she would be the best queen.

1. _____ Which statement describes why the king chose the third daughter?
 - A. The first two princesses thought only of themselves, but the third thought of others.
 - B. A happy person is likely to be a good leader.
 - C. It did not matter which princess he selected, so he chose the one who spoke last.
 - D. The strong princess and the beautiful princess didn't seem to want to be queen.

2. _____ What lesson about leadership does this folk tale teach?
 - A. Being royal does not guarantee that someone is a good leader.
 - B. The best leader puts the happiness of others above his or her own.
 - C. Money and power are useful for getting other people to do things for you.
 - D. Gentle people are always better leaders than beautiful or strong people are.

3. _____ Which of these qualities does the folk tale show as the highest good?

A. love	C. wisdom
B. obedience	D. selflessness

4. _____ Which best explains why the king has *three* children in this folk tale?
 - A. Two daughters would not be enough, while four would be too many.
 - B. The kingdom cannot be divided easily among three queens, so the king has to choose.
 - C. The pattern of "threes" is common in many folk tales and fairy tales.
 - D. There are only three possible qualities for a leader to have.

Answer Key

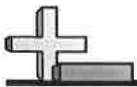
Literary Analysis: Folk Tale

Practice, p. 274 1. C

2. D

3. A

4. **Sample response:** The similarities are mostly in the plots. Both the folk tale and “Hansel and Gretel” are about siblings lost in the woods who find a house to eat and then kill an evil figure who plans to cook one of them.



Fill in the blank to make an equivalent ratio.

1) $5 : \underline{\quad} = 1 : 2$

2) $25 : 30 = \underline{\quad} : 24$

3) $5 : \underline{\quad} = 10 : 8$

4) $1 : 3 = 3 : \underline{\quad}$

5) $7 : 1 = 63 : \underline{\quad}$

6) $\underline{\quad} : 18 = 5 : 2$

7) $6 : 4 = \underline{\quad} : 2$

8) $2 : 14 = 1 : \underline{\quad}$

9) $9 : \underline{\quad} = 54 : 30$

10) $9 : 45 = 6 : \underline{\quad}$

11) $3 : 18 = \underline{\quad} : 6$

12) $1 : \underline{\quad} = 5 : 10$

13) $\underline{\quad} : 28 = 42 : 49$

14) $12 : \underline{\quad} = 2 : 8$

15) $35 : \underline{\quad} = 20 : 24$

16) $28 : \underline{\quad} = 8 : 10$

17) $54 : \underline{\quad} = 9 : 1$

18) $4 : 2 = \underline{\quad} : 16$

19) $\underline{\quad} : 7 = 45 : 63$

20) $2 : \underline{\quad} = 6 : 18$

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Fill in the blank to make an equivalent ratio.

1) $5 : \underline{10} = 1 : 2$

2) $25 : 30 = \underline{20} : 24$

3) $5 : \underline{4} = 10 : 8$

4) $1 : 3 = 3 : \underline{9}$

5) $7 : 1 = 63 : \underline{9}$

6) $\underline{45} : 18 = 5 : 2$

7) $6 : 4 = \underline{3} : 2$

8) $2 : 14 = 1 : \underline{7}$

9) $9 : \underline{5} = 54 : 30$

10) $9 : 45 = 6 : \underline{30}$

11) $3 : 18 = \underline{1} : 6$

12) $1 : \underline{2} = 5 : 10$

13) $\underline{24} : 28 = 42 : 49$

14) $12 : \underline{48} = 2 : 8$

15) $35 : \underline{42} = 20 : 24$

16) $28 : \underline{35} = 8 : 10$

17) $54 : \underline{6} = 9 : 1$

18) $4 : 2 = \underline{32} : 16$

19) $\underline{5} : 7 = 45 : 63$

20) $2 : \underline{6} = 6 : 18$

Answers1. 102. 203. 44. 95. 96. 457. 38. 79. 510. 3011. 112. 213. 2414. 4815. 4216. 3517. 618. 3219. 520. 6

Name _____

WORD PROBLEMS--RATES #1

Directions: Find the rate in each problem below. There are several ways to solve *rate problems*. The simplest strategy is to simply divide the data. The key is to divide the data in the correct order. If the question asks you to find the *miles/hour*, then you should find the quotient of the miles divided by the hours, *not* the hours divided by the miles.

- 1) John spent \$36 to buy 4 basketballs. What was the price per basketball? 1) _____
- 2) Tracey ran 1,000 meters in 5 minutes. How many meters/minute did she run? 2) _____
- 3) Mike paid \$68 for 4 pizzas. How much did he pay per pizza? 3) _____
- 4) Isabella flew 600 miles in 120 minutes. How many miles per minute did she fly? 4) _____
- 5) In 3 days, the temperature dropped 27 degrees. How many degrees per day did the temperature drop? 5) _____
- 6) Ava read 110 books in 11 months. How many books per month did she read? 6) _____
- 7) Jayden filled his 290 gallon pool with water in 10 hours. How many gallons per hour did he use? 7) _____
- 8) Addison drove 1,080 miles in 20 hours. What was her speed in miles per hour? 8) _____
- 9) Jackson made 252 calls in 36 days. What is the average number of calls he made in a day? 9) _____
- 10) Hailey's plane climbed 4,500 feet in 90 seconds. How fast did her plane climb every second? 10) _____
- 11) It took Jacob 3 minutes to drive 18 laps. How many laps per minute did he run? 11) _____
- 12) Sophia earned \$480 in 32 hours. How many dollars did she earn per hour? 12) _____
- 13) Aiden scored 228 points in 12 games. What is his scoring rate in points/game? 13) _____



Name

Answer Key**WORD PROBLEMS--RATES #2-KEY**

Directions: Find the rate in each problem below. There are several ways to solve *rate problems*. The simplest strategy is to simply divide the data. The key is to divide the data in the correct order. If the question asks you to find the *miles/hour*, then you should find the quotient of the miles divided by the hours, *not* the hours divided by the miles.

- Jack bought 6 basketballs for \$72. What was the price per basketball? 1) **\$12/ball**
- Tracey ran 1,200 meters in 5 minutes. How many meters/minute did she run? 2) **240 m/m**
- Mike paid \$78 for 3 pizzas. How much did he pay per pizza? 3) **\$26/pizza**
- Isabella flew 840 miles in 120 minutes. How many miles per minute did she fly? 4) **7m/m**
- In 6 days, the temperature dropped 18 degrees. How many degrees per day did the temperature drop? 5) **3 deg/day**
- Ava read 99 books in 11 months. How many books per month did she read? 6) **9 bks/m**
- Jayden filled his 390 gallon pool with water in 10 hours. How many gallons per hour did he use? 7) **39 gall/h**
- Addison drove 960 miles in 16 hours. What was her speed in miles per hour? 8) **60 mph**
- Jackson made 396 calls in 36 days. What is the average number of calls he made in a day? 9) **11 call/day**
- Hailey's plane climbed 4,500 feet in 50 seconds. How fast did her plane climb every second? 10) **90 ft/sec**
- It took Jacob 8 minutes to drive 48 laps. How many laps per minute did he run? 11) **6 laps/m**
- Sophia earned \$704 in 32 hours. How many dollars did she earn per hour? 12) **\$32/hour**
- In 12 games, Jeffrey scored 252 points. What is his scoring rate in points/game? 13) **21 ppg**

Solving Proportion Word Problems

Answer each question and round your answer to the nearest whole number.

- 1) Totsakan enlarged the size of a photo to a height of 18 in. What is the new width if it was originally 2 in tall and 1 in wide?
- 2) A frame is 9 in wide and 6 in tall. If it is reduced to a width of 3 in then how tall will it be?
- 3) The money used in Saudi Arabia is called the Riyal. The exchange rate is 4 Riyals to \$1. Find how many Riyals you would receive if you exchanged \$5.
- 4) Jacob bought one bulb of elephant garlic for \$2. How many bulbs can Stephanie buy if she has \$12?
- 5) Natalie bought one bunch of fennel for \$2. How many bunches can Stephanie buy if she has \$6?
- 6) A triangle is 20 in tall and 5 in wide. If it is reduced to a width of 1 in then how tall will it be?
- 7) One bulb of elephant garlic costs \$2. How many bulbs of elephant garlic can you buy for \$14?
- 8) If you can buy one bunch of seedlees green grapes for \$2 then how many can you buy with \$18?
- 9) The currency in Sweden is the Kronor. The exchange rate is approximately \$1 for every 7 Kronor. At this rate, how many dollars would you get if you exchanged 14 Kronor?
- 10) Totsakan bought one can of pineapple chunks for \$2. How many cans can Stefan buy if he has \$16?
- 11) The currency in Bolivia is the Boliviano. The exchange rate is approximately \$1 = 8 Bolivianos. At this rate, how many Bolivianos would you get if you exchanged \$3?
- 12) A painting is 2 in tall and 3 in wide. If it is enlarged to a width of 15 in then how tall will it be?

- 13) A frame is 6 in tall and 8 in wide. If it is reduced to a width of 4 in then how tall will it be?
- 14) Castel bought one cantaloupe for \$2. How many cantaloupes can Kathryn buy if she has \$4?
- 15) Carlos bought one container of dried cherries for \$7. How many containers can Stephanie buy if she has \$14?
- 16) Mark reduced the size of a photo to a height of 4 in. What is the new width if it was originally 16 in tall and 8 in wide?
- 17) Perry bought one jar of sun-dried tomatoes for \$4. How many jars of sun-dried tomatoes can Jennifer buy if she has \$12?
- 18) Dan bought one package of blackberries for \$3. How many packages can Darryl buy if he has \$15?
- 19) The money used in South Africa is called the Rand. The exchange rate is 7 Rand for \$1. Find how many dollars you would receive if you exchanged 21 Rand.
- 20) Kim took a trip to China. Upon leaving she decided to convert all of her Yuan back into dollars. How many dollars did she receive if she exchanged 16 Yuan at a rate of 8 Yuan for \$1?
- 21) The currency in Tajikistan is the Somoni. The exchange rate is approximately 3 Somoni = \$1. At this rate, how many Somoni would you get if you exchanged \$5?
- 22) If you can buy one bunch of asparagus for \$2 then how many can you buy with \$20?
- 23) The money used in Malaysia is called the Ringgit. The exchange rate is 4 Ringgits to \$1. Find how many dollars you would receive if you exchanged 12 Ringgits.
- 24) The money used in Poland is called the Zlotych. The exchange rate is 3 Zlotych for every \$1. Find how many Zlotych you would receive if you exchanged \$3.

Answers to Solving Proportion Word Problems

- | | | | |
|---------------|---------|-------------------|---------------|
| 1) 9 in | 2) 2 in | 3) 20 Riyals | 4) 6 |
| 5) 3 | 6) 4 in | 7) 7 | 8) 9 |
| 9) \$2 | 10) 8 | 11) 24 Bolivianos | 12) 10 in |
| 13) 3 in | 14) 2 | 15) 2 | 16) 2 in |
| 17) 3 | 18) 5 | 19) \$3 | 20) \$2 |
| 21) 15 Somoni | 22) 10 | 23) \$3 | 24) 9 Zlotych |



Name: _____ Date: _____

Survival of the Fittest

Directions

1. Pour all the beans on the white sheet of construction paper and spread them out.
2. Close your eyes for 30 seconds. After 30 seconds, open your eyes and pick up the first bean that you see.
3. Set it aside. Close your eyes and count to 10; then open them and again grab the first bean that you see and set it aside. Take turns among your group members until 10 beans have been removed.
4. When you are done, count the number of each type of bean remaining on the construction paper and record it in your data chart.
5. Count the number of each type of bean that you picked off of the construction paper and record it in your data chart.
6. Fill in the initial number of each type of bean in the data chart by adding the number picked up and the number left on the paper.
7. Mix all the beans together again and pour them onto the black construction paper.
8. Repeat the entire process using the black paper and record your results.
9. Calculate the survival rate for each bean by finding the proportion of the beans left on the paper with the starting number.
10. Calculate the survival rate percentage for each bean.

	White Paper			Black Paper		
Beans	Lima	Black	Kidney	Lima	Black	Kidney
Number Picked Up						
Number Left on Paper						
Starting Number						
Survival Rate Proportion						
Survival Rate Percentage						



Explore

1. When you worked on the white background, which bean had the best survival rate following your picking routine? Why do you think this is so?
2. What favorable trait did these beans possess?
3. What would eventually happen to the population of the beans with the worst survival rate? Why?
4. Which bean had the best survival rate on the black background? Why?
5. Was it the same or different from the bean with the best survival rate on the white background? Why do you think this is so?
6. Why did different beans have better survival rates on the different colored backgrounds?
7. How does this activity illustrate the idea of survival of the fittest?
8. How does this meet the conditions of natural selection?



Explore

1. When you worked on the white background, which bean had the best survival rate following your picking routine? Why do you think this is so?

Student answers will vary according to their data but typically it is the lima bean because it is not as easily seen as the red or black beans.

2. What favorable trait did these beans possess?

Student answers will vary according to their data. The lima bean was white, which was similar in color to the background.

3. What would eventually happen to the population of the beans with the worst survival rate? Why?

They would eventually be eaten and may even become extinct because they would be taken first.

4. Which bean had the best survival rate on the black background? Why?

The black bean had the best survival rate, because it was harder to see than the white or red beans and was thus not taken.

5. Was it the same or different from the bean with the best survival rate on the white background? Why do you think this is so?

The survival rate of the black bean on the black paper was greater and the survival rate of the lima bean on the white paper was greater. Their color was a favorable trait in this activity.

6. Why did different beans have better survival rates on the different colored backgrounds?

The contrasting colors made some beans easier to see. The beans with the better survival rate were the ones that were harder to see.

7. How does this activity illustrate the idea of survival of the fittest?

The beans that had the best survival rates had more favorable traits so they were able to blend into their background and were thus more fit to survive.

8. How does this meet the conditions of natural selection?

There is variation in characteristics (the color of the beans). There is a difference in fitness. The white beans had a higher survival rate on the white paper and the black beans had a higher survival rate on the black paper. The favorable trait was inherited by the offspring. The white beans came from white bean parents and the black beans came from black bean parents.



Module 17: A Divided Nation

Essential Question

Could the Civil War have been avoided?

In 1860 the United States broke apart over the issue of slavery, with southern states choosing to leave the Union. Soon, the nation was plunged into a bloody Civil War. Could this outcome have been avoided? As you read, consider the events that helped increase conflict between slavery supporters and opponents, and the South's reaction to Abraham Lincoln's election as president.

Main Idea

The addition of new land in the West renewed disputes over the expansion of slavery.
New Land Renews Slavery Disputes

Opening of New Territory



The United States added more than 500,000 square miles of land as a result of winning the Mexican-American War in 1848. The additional land caused bitter debate about slavery. The Missouri Compromise of 1820 had divided the Louisiana Purchase into either free or slave regions. It prohibited slavery north of latitude 36°30' but let Missouri become a slave state. In the 1840s President James K. Polk wanted to extend the 36°30' line to the West Coast, dividing the Mexican Cession into two parts—one free and one enslaved. Some leaders, including Senator Lewis Cass of Michigan, encouraged popular sovereignty, the idea that political power belongs to the people, who should decide on banning or allowing slavery.

Growth of the United States 1845 to 1853

Regional Differences about Slavery

Some northerners wanted to outlaw slavery in all parts of the Mexican Cession, the territory won in the Mexican-American War. During the war, Representative David Wilmot offered the Wilmot Proviso, a document stating that "neither slavery nor involuntary servitude shall ever exist in any part of [the] territory."

The northern-controlled House passed the document, but in the Senate, the South had more power. The Wilmot Proviso did not pass. Before this time, politicians had usually supported the ideas of their political parties. However, the Wilmot Proviso spurred a debate that showed growing sectionalism, or favoring the interests of one section or region over the interests of the entire country.

To attract voters, the Democrats and the Whigs did not take a clear position on slavery in the presidential campaign of 1848. In response, antislavery northerners formed a new party, the Free-Soil Party, which supported the Wilmot Proviso. They worried that slave labor would mean fewer jobs for white workers. Party members chose former president Martin Van Buren as their candidate. The new party won 10 percent of the popular vote, drawing away votes from Democrat Lewis Cass. Whig candidate Zachary Taylor won a narrow victory.

The California Question



Whig candidate Zachary Taylor is shown here on an 1848 campaign banner with his running mate, Millard Fillmore. Taylor won the election, but he died in July 1850. Fillmore then took over as president.

The California gold rush caused such rapid population growth that California applied to join the Union as a state instead of as a territory. But would California enter the Union as a free state or a slave state?

Most Californians opposed slavery, which had been illegal when the territory was part of Mexico. Also, many forty-niners had come from free states. But if California became a free state, the balance between free and slave states

would change, favoring the free states.

In the South, an imbalance was unacceptable. “We are about permanently to destroy the balance of power between the sections,” said Senator Jefferson Davis of Mississippi. He and many other southerners did not want California to enter the Union as a free state.

Main Idea

The Compromise of 1850 tried to solve the disputes over slavery.

Compromise of 1850

Senator Henry Clay of Kentucky had helped to settle the Missouri crisis of 1819–20 and the nullification crisis of 1832–33 by proposing compromises. He now had another plan to help the nation maintain peace. Clay’s plan was designed to give both sides things that they wanted and included the following points:

1. California would enter the Union as a free state.
2. The rest of the Mexican Cession would be federal land. In this territory, popular sovereignty would decide on slavery.
3. Texas would give up land east of the upper Rio Grande. In return, the government would pay Texas’s debts from when it was an independent republic.
4. The slave trade—but not slavery—would end in the nation’s capital.
5. A more effective fugitive slave law would be passed.

Clay's plan drew attack, especially regarding California. Senator William Seward of New York defended antislavery views and wanted California admitted "directly, without conditions, without qualifications, and without compromise." However, Senator John C. Calhoun of South Carolina argued that letting California enter as a free state would destroy the nation's balance. He warned people of issues that would later start the Civil War. Calhoun asked that the slave states be allowed to **secede**—formally withdraw—from the Union.



Southern View of the Compromise of 1850

John C. Calhoun, a senator from South Carolina, wrote a speech saying that the proposed compromise did not go far enough to satisfy the South.

"I have, senators, believed from the first that the agitation of the subject of slavery would, if not prevented by some timely and effective measure, end in disunion. . . . The agitation has been permitted to proceed with almost no attempt to resist it, until it has reached a point when it can no longer be disguised or denied that the Union is in danger. . . .

The South asks for justice, simple justice, and less she ought not to take. She has no compromise to offer but the Constitution, and no concession or surrender to make. She has already surrendered so much that she has little left to surrender. . . . The North has only to . . . do justice by conceding to the South an equal right in the acquired territory, and to do her duty by causing the stipulations relative to fugitive slaves to be faithfully fulfilled—to cease the agitation of the slave question, and to provide for the insertion of a provision in the Constitution, by an amendment, which will restore to the South, in substance, the power she possessed of protecting herself before the equilibrium between the sections was destroyed by the action of this government."

—John C. Calhoun

from Speech on the Slavery Question, delivered in the Senate, March 4, 1850

In contrast to Calhoun, Senator Daniel Webster of Massachusetts favored Clay's plan. Webster criticized northern abolitionists and southerners who talked of secession.

"Peaceable secession! Sir, your eyes and mine are never destined to see the miracle. The dismemberment of this vast country without convulsion! . . . Who is so foolish . . . as to expect to see any such thing?"

—Daniel Webster

from the Seventh of March Speech, March 7, 1850

A compromise was enacted that year, which seemed to settle most disputes between free and slave states. It achieved the majority of Clay's proposals. With the **Compromise of 1850**, California was able to enter the Union as a free state. The rest of the Mexican Cession was divided into two territories—Utah and New Mexico—where the question of whether to allow slavery would be decided by popular sovereignty. Texas agreed to give up its land claims in New Mexico in exchange for financial aid from the federal government. The compromise outlawed the slave trade in the District of Columbia and established a new fugitive slave law.

Main Idea

The Fugitive Slave Act caused more controversy.

Fugitive Slave Act

The newly passed Fugitive Slave Act made it a crime to help runaway slaves and allowed officials to arrest those slaves in free areas. Slaveholders were permitted to take suspected fugitives to U.S. commissioners, who decided their fate.

Details of the Fugitive Slave Act

Slaveholders could use testimony from white witnesses, but African Americans accused of being fugitives could not testify. Nor could people who hid or helped a runaway slave—they faced six months in jail and a \$1,000 fine. Commissioners who rejected a slaveholder's claim earned \$5, while those who returned suspected fugitives to slaveholders earned \$10. Clearly, the commissioners benefited from helping slaveholders.



A Fugitive Slave Convention

The Fugitive Slave Act enraged abolitionists. To protest the new law, they held many meetings to publicly denounce it. One such meeting was held in 1850 in the small town of Cazenovia in central New York, a center for abolitionist activity. About 2,000 people—including many former slaves—attended the convention. They listened to speeches, made plans, and raised their voices for freedom.

Reactions to the Fugitive Slave Act

Enforcement of the Fugitive Slave Act began immediately. In September 1850—the same month the law was passed—federal marshals arrested African American James Hamlet. They returned him to a slaveholder in Maryland, although he had lived in New York City for three years.

Thousands of northern African Americans fled to Canada in fear. In the ten years after Congress passed the Fugitive Slave Act, some 343 fugitive slave cases were reviewed. The accused fugitives were declared free in only 11 cases.

The Fugitive Slave Act upset northerners, who were uncomfortable with the commissioners' power. Northerners disliked the idea of a trial without a jury. They also disapproved of commissioners' higher fees for returning slaves. Most were horrified that some free African Americans had been captured and sent to the South.

Most northerners opposed to the act peacefully resisted, but violence did erupt. In 1854 Anthony Burns, a fugitive slave from Virginia, was arrested in Boston. Abolitionists used force while trying to rescue him from jail, killing a deputy marshal. A federal ship was ordered to return Burns to Virginia after his trial. Many people in the North, particularly in Massachusetts, were outraged. The event persuaded many to join the abolitionist cause.

Main Idea

Abolitionists used antislavery literature to promote opposition.

Antislavery Literature

Abolitionists in the North used the stories of fugitive slaves like James Hamlet and Anthony Burns to gain sympathy for their cause. Slave narratives also educated people about the hardships of enslaved African Americans.

Fiction also informed people about the evils of slavery. *Uncle Tom's Cabin*, the antislavery novel written by Harriet Beecher Stowe, spoke out powerfully against slavery. Stowe, the daughter of Connecticut minister Lyman Beecher, moved to Ohio when she was 21. There she met fugitive slaves and learned about the cruelties of slavery. The Fugitive Slave Act greatly angered Stowe. She decided to write a book that would educate northerners about the realities of slavery. *Uncle Tom's Cabin* was published in 1852. The main character, a kindly enslaved African American named Tom, is taken from his wife and sold "down the river" in Louisiana. Tom becomes the slave of cruel Simon Legree. In a rage, Legree has Tom beaten to death. The novel electrified the nation and sparked outrage in the South. Louisa McCord, a famous southern writer, questioned the "foul imagination which could invent such scenes."



This poster was created for a theatrical production of *Uncle Tom's Cabin*. In the novel, Tom rescues Eva, and she later tries to get him freed.

This poster was created for a theatrical production of *Uncle Tom's Cabin*. In the novel, Tom rescues Eva, and she later tries to get him freed. Within a decade, more than 2 million copies of *Uncle Tom's Cabin* were sold in the United States. The book's popularity caused one northerner to remark that Stowe and her book had created "two millions of abolitionists." Stowe later wrote *A Key to Uncle Tom's Cabin* to answer those who had criticized her book.

The impact of Stowe's book is suggested by her reported meeting with Abraham Lincoln in 1862, a year after the start of the Civil War. Lincoln supposedly said to Stowe that she was "the little lady who made this big war." Her book is still widely read today as a source of information about the harsh realities of slavery.

A Divided Nation

Lesson 1



MAIN IDEAS

1. The addition of new land in the West renewed disputes over the expansion of slavery.
2. The Compromise of 1850 tried to solve the disputes over slavery.
3. The Fugitive Slave Act caused more controversy.
4. Abolitionists used antislavery literature to promote opposition.

Key Terms and People

Wilmot Proviso suggested bill that would outlaw slavery in new U.S. territory
sectionalism situation in which people favor the interests of one region over those of the entire country

popular sovereignty the idea that political power belongs to the people

Free-Soil Party third political party that formed to support abolition

secede formally withdraw

Compromise of 1850 law that maintained America's slave-state/free-state balance

Fugitive Slave Act law that made it a crime to aid runaway slaves

Anthony Burns fugitive slave from Virginia whose attempted rescue from a Boston jail ended in violence

Harriet Beecher Stowe author of the antislavery novel *Uncle Tom's Cabin*

Uncle Tom's Cabin antislavery novel written by Harriet Beecher Stowe

Lesson Summary

NEW LAND RENEWS SLAVERY DISPUTES

The nation's debate over slavery continued as the country got bigger. Many northerners supported the **Wilmot Proviso**. That bill would outlaw slavery in new parts of the country. Many southerners did not support the bill. Arguments about the Wilmot Proviso demonstrated how **sectionalism** was dividing the country.

Some favored the idea of **popular sovereignty**. They thought each region's voters should decide the question of slavery for that region. The

Why do you think southerners were opposed to the Wilmot Proviso?

Lesson 1, *continued*

debate was so intense that a third political party, the **Free-Soil Party**, formed to support abolition.

COMPROMISE OF 1850

Henry Clay had a plan to keep the balance between slave and free states. John C. Calhoun thought the plan would lead to a civil war. He asked that slave states be allowed to **secede**. To solve the dispute, both sides gave up something and created the **Compromise of 1850**. California would be a free state. The issue of slavery would be decided by popular sovereignty in Utah and New Mexico.

What made Henry Clay's plan a compromise?

FUGITIVE SLAVE ACT

Part of the Compromise of 1850 required passage of the **Fugitive Slave Act**. This act made it a crime to help runaway slaves. Abolitionists reacted in anger to the compromise. Sometimes that anger turned to violence. This was true when abolitionists tried to rescue Virginia fugitive **Anthony Burns** from a Boston jail.

How can you tell that Anthony Burns was a slave?

ANTISLAVERY LITERATURE

Many abolitionists expressed their antislavery feelings in speeches. Others used the written word to influence people on the issue of slavery. One effective author was **Harriet Beecher Stowe**. Stowe's antislavery novel, *Uncle Tom's Cabin*, was published in 1852. The book showed some of the consequences of slavery. It sold more than 2 million copies and influenced many to support the end of slavery.

How did Harriet Beecher Stowe impact the issue of slavery in America?

CHALLENGE ACTIVITY

Critical Thinking: Explain Write a paragraph about a time when you had to give up something to get something else you wanted. Explain how your compromise worked.

Lesson 1, *continued*

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. The _____ proposed that slavery be outlawed in new parts of the country. (Fugitive Slave Act/Wilmot Proviso)
2. When people favor the interests of one region over those of the entire country, this is called _____. (popular sovereignty/sectionalism)
3. _____ would occur if voters in a new territory were able to decide if they wanted to ban or allow slavery. (Popular sovereignty/Sectionalism)
4. _____ was the author of an antislavery novel called _____. (Anthony Burns/Harriet Beecher Stowe); (Compromise of 1850/*Uncle Tom's Cabin*)
5. _____, a Virginia fugitive, was arrested in Boston and eventually returned to slavery in Virginia. (Anthony Burns/Daniel Webster)
6. Antislavery northerners formed a third party called the _____. (Free-Soil Party/Wilmot Proviso)
7. A plan by _____ led to the _____, which allowed California to enter the Union as a free state, while the question of slavery in Utah and New Mexico would be decided by popular sovereignty. (Anthony Burns/Henry Clay); (Compromise of 1850/Wilmot Proviso)
8. _____ of South Carolina was against the Compromise of 1850 and thought slave states should be allowed to secede. (John C. Calhoun/Harriet Beecher Stowe)
9. The _____ made it a crime to help runaway slaves. (Fugitive Slave Act/Wilmot Proviso)

A Divided Nation

Lesson 1



MAIN IDEAS

1. The addition of new land in the West renewed disputes over the expansion of slavery.
2. The Compromise of 1850 tried to solve the disputes over slavery.
3. The Fugitive Slave Act caused more controversy.
4. Abolitionists used antislavery literature to promote opposition.

Key Terms and People

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sectionalism situation in which people favor the interests of one region over those of the entire country

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The nation's debate over slavery continued as the country got bigger. Many northerners supported the **Wilmot Proviso**. That bill would outlaw slavery in new parts of the country. Many southerners did not support the bill. Arguments about the Wilmot Proviso demonstrated how **sectionalism** was dividing the country.

Some favored the idea of **popular sovereignty**. They thought each region's voters should decide the question of slavery for that region. The

Why do you think southerners were opposed to the Wilmot Proviso?

Possible answer: because much
 of their labor force was
 dependent on slave labor

Lesson 1, *continued*

debate was so intense that a third political party, the **Free-Soil Party**, formed to support abolition.

COMPROMISE OF 1850

Henry Clay had a plan to keep the balance between slave and free states. John C. Calhoun thought the plan would lead to a civil war. He asked that slave states be allowed to **secede**. To solve the dispute, both sides gave up something and created the **Compromise of 1850**. California would be a free state. The issue of slavery would be decided by popular sovereignty in Utah and New Mexico.

What made Henry Clay's plan a compromise?

Possible answer: Each side had to give up something it wanted.

FUGITIVE SLAVE ACT

Part of the Compromise of 1850 required passage of the **Fugitive Slave Act**. This act made it a crime to help runaway slaves. Abolitionists reacted in anger to the compromise. Sometimes that anger turned to violence. This was true when abolitionists tried to rescue Virginia fugitive **Anthony Burns** from a Boston jail.

How can you tell that Anthony Burns was a slave?

Possible answer: The text explains that abolitionists wanted to rescue him, indicating he was a slave.

ANTISLAVERY LITERATURE

Many abolitionists expressed their antislavery feelings in speeches. Others used the written word to influence people on the issue of slavery. One effective author was **Harriet Beecher Stowe**. Stowe's antislavery novel, *Uncle Tom's Cabin*, was published in 1852. The book showed some of the consequences of slavery. It sold more than 2 million copies and influenced many to support the end of slavery.

How did Harriet Beecher Stowe impact the issue of slavery in America?

Her book described some of the consequences of slavery and influenced many people to want to abolish slavery.

CHALLENGE ACTIVITY

Critical Thinking: Explain Write a paragraph about a time when you had to give up something to get something else you wanted. Explain how your compromise worked.

Students should point out the compromise they made and whether it achieved the desired goal.

Lesson 1, *continued*

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. The _____ *Wilmot Proviso* _____ proposed that slavery be outlawed in new parts of the country. (Fugitive Slave Act/Wilmot Proviso)
2. When people favor the interests of one region over those of the entire country, this is called _____ *sectionalism* _____. (popular sovereignty/sectionalism)
3. _____ *Popular sovereignty* _____ would occur if voters in a new territory were able to decide if they wanted to ban or allow slavery. (Popular sovereignty/Sectionalism)
4. _____ *Harriet Beecher Stowe* _____ was the author of an antislavery novel called _____ *Uncle Tom's Cabin* _____. (Anthony Burns/Harriet Beecher Stowe); (Compromise of 1850/*Uncle Tom's Cabin*)
5. _____ *Anthony Burns* _____, a Virginia fugitive, was arrested in Boston and eventually returned to slavery in Virginia. (Anthony Burns/Daniel Webster)
6. Antislavery northerners formed a third party called the _____ *Free-Soil Party* _____. (Free-Soil Party/Wilmot Proviso)
7. A plan by _____ *Henry Clay* _____ led to the _____ *Compromise of 1850* _____, which allowed California to enter the Union as a free state, while the question of slavery in Utah and New Mexico would be decided by popular sovereignty. (Anthony Burns/Henry Clay); (Compromise of 1850/Wilmot Proviso)
8. _____ *John C. Calhoun* _____ of South Carolina was against the Compromise of 1850 and thought slave states should be allowed to secede. (John C. Calhoun/Harriet Beecher Stowe)
9. The _____ *Fugitive Slave Act* _____ made it a crime to help runaway slaves. (Fugitive Slave Act/Wilmot Proviso)