



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](#)

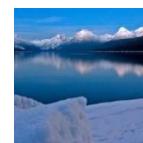
[Grand Canyon National Park](#)

[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](#)



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Student eLearning Activities Log Week 9 – May 18 – May 21

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	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 9 del 18 de mayo al 21 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	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

atmosphere

variations

receding

noticeably

stability

decays

gradual

impact

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. If an event is *gradual*, it takes place quickly.

2. *Variations* are the amounts that something changes.

3. If something has *stability*, it is easily changed or affected.

4. When flood waters are *receding*, the water is moving toward the shore.

5. The layer of gases that surrounds Earth is called the *atmosphere*.

6. If something is *noticeably* better, the improvement is obvious.

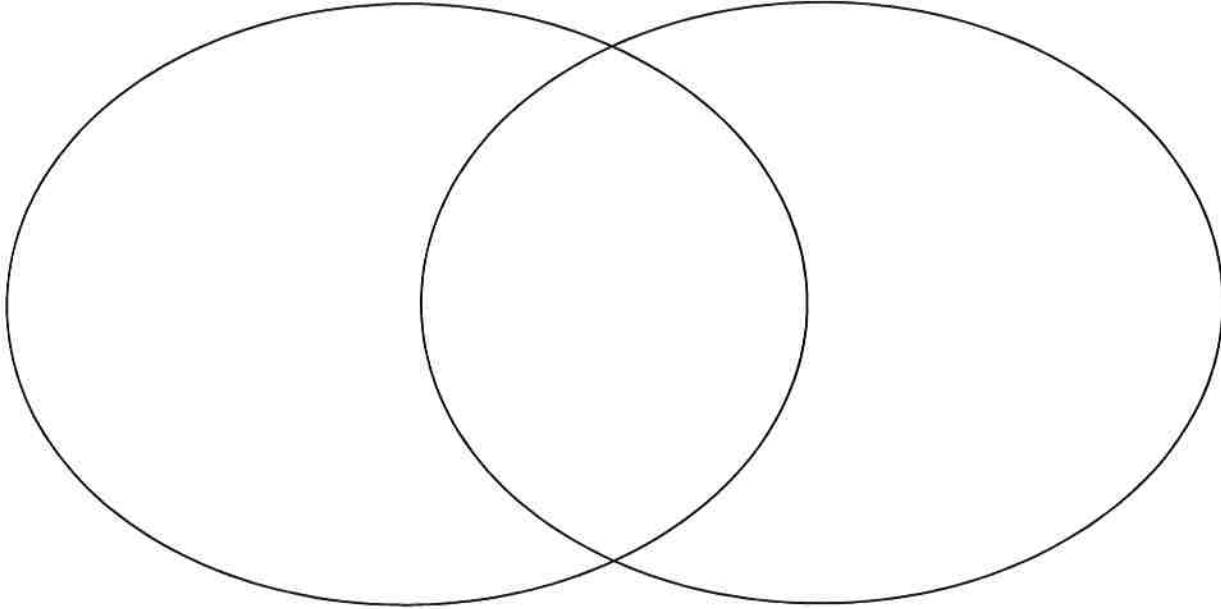
7. Human activities do not have an *impact* on the environment.

8. When food *decays*, it smells good and we like the taste.

Comprehension: **Compare and Contrast Graphic Organizer**

Name _____

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



Name _____

Read the passage. Use the ask and answer questions strategy to help you understand what you read.

Of Floods and Fish

11 The Mississippi River flows from Minnesota to the Gulf of Mexico.
24 Every few years, it floods. In spring 2011, melting snow and falling rain
39 along the upper part of the river caused the lower part of the river to
42 overrun its banks.

42 Floods cause great damage. They ruin and sometimes knock down
52 buildings. They destroy farmland and animal habitats. With nowhere
61 to live, the animals often move into settled areas. What about the fish?
74 Because they live in water, shouldn't a flood be good for them? As it turns
89 out, floods can hurt fish just as they harm animals that live on the land.

104 The Dead Zone

107 The Mississippi flood proved most detrimental to the fish in the Gulf of
120 Mexico. The Mississippi River is made of fresh water. The Gulf is made
133 of salt water. The extra river water that flowed into the Gulf hurt the native
148 saltwater fish. More harmful, though, were the chemicals the river water
159 carried with it. As the flooded river washed over farmland, it picked up the
173 fertilizer and pesticides that farmers had used on the land and crops. These
186 chemicals are poisonous to ocean life. The river dumped these poisons into
198 the Gulf. The extra river water and the farm chemicals created a dead zone
212 along the coast. A dead zone is an area of water that does not have enough
228 oxygen to support life.

Name _____

A Dangerous Fish

The fish that lived in the Mississippi River faced a different danger: the spread of an invasive species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of the carp from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish. Scientists feared the 2011 floods would spread the carp even farther.



Aaron Roeth Photography

Supporting Life

Despite these problems, though, the freshwater fish that lived in the Mississippi River fared much better than those in the Gulf. The extra river water helped these fish survive.

The flood gave the river's fish more places to live. River fish usually stay along the edges of a river, where the water is slower and shallower. The underwater plants and overhanging branches in these areas supply protection and food. When the Mississippi flooded, the amount of shallow water on the river's edges grew. The fish had more water to swim in and more places to hide from predators. The spreading water also introduced more food. These things improved the fish's chances of survival.

The extra living area also gave fish more places to spawn. The newly flooded areas allowed the fish to lay their eggs safely, away from predators and other dangers. This, in turn, meant more new fish hatched successfully.

If the flooding of the Mississippi teaches any lesson, it is that changes in the environment can affect living things in surprising ways. Despite its harmful effects, a flood can help some animals.

Name _____

A. Reread the passage and answer the questions.

1. What two things are compared in the second paragraph using the phrase *just as*?

2. What main idea is supported by the details in the sections “The Dead Zone” and “A Dangerous Fish”? Circle the letter of the correct answer.

- a. Floods harm wildlife. b. Floods help wildlife. c. Floods happen often.

3. In what way is the main idea of the section “Supporting Life” different from the main ideas of the other sections of the text?

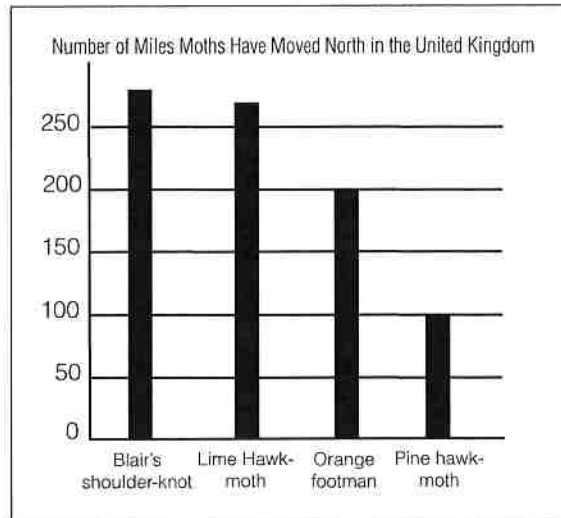
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

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

Name _____

Moths and Changes in Weather

Scientists study how moths adapt to climate change. Some moths adapt better than others. Some moths need cool weather. They move north when the weather gets warmer. Other moths already live in cool areas. They may not be able to find a cooler place to go. Warm weather affects the food that is available for caterpillars to eat. Some caterpillars adapt to changing temperatures and food supplies. They hatch earlier or later than usual. It is hard to predict how climate change will affect moths over time.



Answer the questions about the text.

1. Expository text gives readers factual information about a topic. How can you tell that this is expository text?

2. What is the text's heading? Why do you think the author chose it?

3. What text feature does this text have?

4. What information does the text feature tell you about the problem described in the text?

Name _____

Context clues can help you figure out the meaning of an unfamiliar word. They may be found in the same sentence or in nearby sentences. The underlined context clues in the passage below help indicate that *pesticides* are poisonous chemicals.

As the flooded river washed over farmland, it picked up the fertilizer and **pesticides** that farmers had used on the land and crops. These chemicals are poisonous to ocean life.

Read each passage below. Look for context clues that help you figure out the meaning of each word in bold. Write the context clues on the line provided.

1. The Mississippi River flows from Minnesota to the Gulf of Mexico. Every few years, it floods. In spring 2011, melting snow and falling rain along the upper part of the river caused the lower part of the river to **overrun** its banks.

2. Floods cause great damage. They ruin and sometimes knock down buildings. They destroy farmland and animal **habitats**. With nowhere to live, the animals often move into settled areas.

3. The Mississippi flood proved most **detrimental** to the fish in the Gulf of Mexico. The Mississippi River is made of fresh water. The Gulf is made of salt water. The extra river water that flowed into the Gulf hurt the native saltwater fish.

4. The fish that lived in the Mississippi River faced a different danger: the spread of an **invasive** species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of the carp from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish.

Name _____

A prefix is a group of letters added to the beginning of a word that changes the word's meaning.

dis- means "not," "absence of," or "opposite of"

in- means "not" or "opposite of"

mis- means "wrong"

pre- means "before"

A. Underline the prefix and write the meaning of each word. The first one has been done for you.

1. dislike **not like** _____
2. invisible _____
3. preview _____
4. disobey _____
5. misunderstand _____

B. Add a prefix to each word in bold to make a new word. Then use the new word to complete the sentence. The first one has been done for you.

6. **test** The class took a _____ **pretest** _____ on Wednesday.
7. **lead** The guide was careful not to _____ the tour group.
8. **agree** I am afraid we _____ about what to do after school.
9. **correct** I had only one _____ answer on the math quiz.
10. **heats** My mother always _____ the oven before we begin baking.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add details to support the topic.

Draft Model

Our region is experiencing a drought. It hasn't rained in a long time. Things aren't growing. Everything is brown.

- 1. What kinds of details can you add to develop the topic?
- 2. What facts or concrete details could be added to explain the first sentence?
- 3. What other details would show how the landscape looks?

B. Now revise the draft by adding details to support the topic and develop ideas about the drought.

Name _____

Jane wrote the paragraphs below using text evidence from two different sources to answer the question: *How do global warming and volcanic eruptions affect a region and its living things? Use facts and details from Global Warming and "When Volcanoes Erupt" in your writing.*

Global warming and volcanic eruptions change the climate of a region and affect the lives of animals and plants. According to *Global Warming*, large sheets of Arctic ice have recently begun to break apart due to an increase in average temperatures. Eventually, warmer temperatures will cause the ice to melt completely. Polar bears rely on this ice to get to the seals that they eat. If the ice disappears, then the polar bears will not get the food they need to survive, potentially leading to a decline in the polar bear population.

The debris and harmful gases from volcanic eruptions can destroy plants and harm animals in a region. The climate can change, too. "When Volcanoes Erupt" states that gases absorb heat, making temperatures rise. However, a volcanic cloud can obstruct the sun, resulting in cooler temperatures. Although volcanic eruptions can be destructive, this force of nature can also have positive effects. Eruptions have created mountains, plateaus, and plains, while volcanic ash has created rich soil which promotes the growth of living things.

Global warming and volcanic eruptions have a major effect on environments and living things. That is why it is so important to study these occurrences.

Reread the passage. Follow the directions below.

1. **Circle** the phrase that Jane uses in the second paragraph that demonstrates cause and effect.
2. **Draw a box** around two signal words in the second paragraph that demonstrate a compare-and-contrast text structure.
3. **Underline** the sentence with text evidence that shows the positive effects of volcanic eruptions.
4. **Write** the descriptive adjective found in the closing sentence.

Name _____

Answer Key

atmosphere	variations	receding	noticeably
stability	decays	gradual	impact

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

- If an event is *gradual*, it takes place quickly.
False. If an event is *gradual*, it takes place slowly.
- Variations* are the amounts that something changes.
True
- If something has *stability*, it is easily changed or affected.
False. If something has *stability*, it is not easily changed.
- When flood waters are *receding*, the water is moving toward the shore.
False. When flood waters are *receding*, the water is moving away from shore.
- The layer of gases that surrounds Earth is called the *atmosphere*.
True
- If something is *noticeably* better, the improvement is obvious.
True
- Human activities do not have an *impact* on the environment.
False. Human activities have an *impact* on the environment.
- When food *decays*, it smells good and we like the taste.
False. When food *decays*, it doesn't smell good and we don't like the taste.

Name _____ *Answer key*

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

1. What two things are compared in the second paragraph using the phrase *just as*?

The phrase is used to compare the harm that flooding does to fish populations and the harm that flooding does to animals that live on land.

2. What main idea is supported by the details in the sections “The Dead Zone” and “A Dangerous Fish”? Circle the letter of the correct answer.

a. Floods harm wildlife. b. Floods help wildlife. c. Floods happen often.

3. In what way is the main idea of the section “Supporting Life” different from the main ideas of the other sections of the text?

The main idea in this section of text is that the flooding of the Mississippi can benefit wildlife. The other sections of the text focus on the ways that flooding harms wildlife.

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

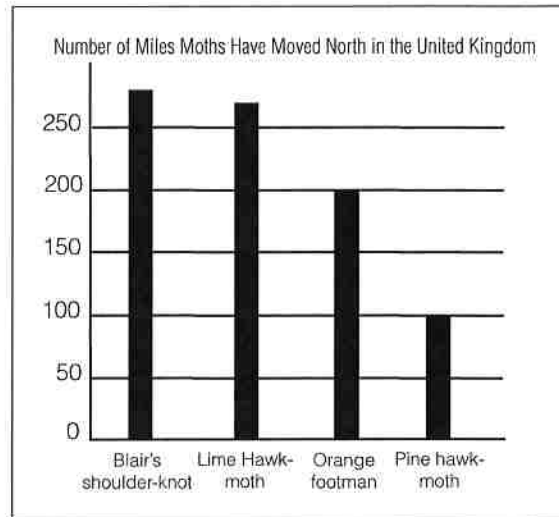
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Second Read		–		=	

Name _____

Answer Key

Moths and Changes in Weather

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Answer the questions about the text.

1. Expository text gives readers factual information about a topic. How can you tell that this is expository text?

It gives information about how climate change affects moths.

2. What is the text's heading? Why do you think the author chose it?

Moths and Changes in Weather; The title explains what the text is about. The text tells how changing weather affects moths.

3. What text feature does this text have?

a bar graph

4. What information does the text feature tell you about the problem described in the text?

The graph shows how far different moths are moving north as the weather gets warmer.

Name _____ *Answer key*

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pre- means "before"

A. Underline the prefix and write the meaning of each word. The first one has been done for you.

1. dislike **not like** _____
2. invisible **not visible** _____
3. preview **view before** _____
4. disobey **not obey** _____
5. misunderstand **to understand wrongly** _____

B. Add a prefix to each word in bold to make a new word. Then use the new word to complete the sentence. The first one has been done for you.

6. **test** The class took a pre**test** on Wednesday.
7. **lead** The guide was careful not to mis**lead** the tour group.
8. **agree** I am afraid we dis**agree** about what to do after school.
9. **correct** I had only one in**correct** answer on the math quiz.
10. **heats** My mother always pre**heats** the oven before we begin baking.

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Name _____

Answer Key

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The debris and harmful gases from volcanic eruptions can destroy plants and harm animals in a region. The climate can change, too. "When Volcanoes Erupt" states that gases absorb heat, making temperatures rise. However, a volcanic cloud can obstruct the sun, resulting in cooler temperatures. Although volcanic eruptions can be destructive, this force of nature can also have positive effects. Eruptions have created mountains, plateaus, and plains, while volcanic ash has created rich soil which promotes the growth of living things.

Global warming and volcanic eruptions have a major effect on environments and living things. That is why it is so important to study these occurrences.

Reread the passage. Follow the directions below.

1. **Circle** the phrase that Jane uses in the second paragraph that demonstrates cause and effect.
2. **Draw a box** around two signal words in the second paragraph that demonstrate a compare-and-contrast text structure.
3. **Underline** the sentence with text evidence that shows the positive effects of volcanic eruptions.
4. **Write** the descriptive adjective found in the closing sentence.

important



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. $35 + 54 =$ _____

2. Calculate the product of 13 and 72.

3. $152 \div 14 =$ _____

4. Is 68,925 greater than or less than 68,952?

5. Write $1\frac{2}{3}$ as an improper fraction.

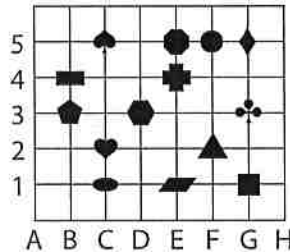
6. Write the number that comes next in the sequence.
1,564; 1,464; 1,364; _____

7. $6 \times \square = 100 - 40$

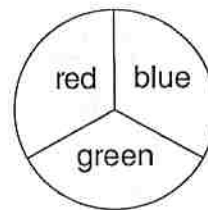
8. What is 12 hours after 6:49 A.M.?

9. True or false? Perpendicular lines are lines that meet at right angles.

10. Name the shape that is located at (G,1).



11. Using the spinner, what is the probability you will *not* land on green?



12. Genevieve is half the height of her dad. Genevieve is 36 inches tall. How many feet tall is her dad?

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.
$$\begin{array}{r} 87 \\ - 42 \\ \hline \end{array}$$

2. (Y) (N)

2. $41 \times 76 = \underline{\hspace{2cm}}$

3. (Y) (N)

3. $14 \overline{)224}$

4. (Y) (N)

4. $400,000 + 60,000 + 5,000 + 300 + 80 + 1 =$

5. (Y) (N)

5. Double \$2.65. _____

6. (Y) (N)

6. $90 \div 5 - 10 = \underline{\hspace{2cm}}$

7. (Y) (N)

7.
$$\begin{array}{r} 45 \\ - \square \\ \hline 38 \end{array}$$

8. (Y) (N)

8. $58 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$


9. (Y) (N)




9. How many vertices are on a rectangular pyramid?

10. (Y) (N)

10.

Books Read

 = 10 books

Mark	
Eric	
David	

It took Eric 6 months to read his books. If he read an equal amount of books each month, how many books did he read each month?

11.

If the probability that someone knows how to swim is $\frac{2}{3}$, how many people in a group of 100 will likely know how to swim?

12.

Marcia gets \$5.00 per week for allowance. She spends half of the money. She saves one-fourth of the money and she gives the rest to charity. How much does she give to charity each week?

____ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 125 \\ + 64 \\ \hline \end{array}$$

2. $6^2 = \underline{\hspace{2cm}}$

3. $342 \div 25 = \underline{\hspace{2cm}}$

4. Write the largest four-digit number possible using the digits 2, 6, 9, and 0.

5. Write 0.55 as a percentage.

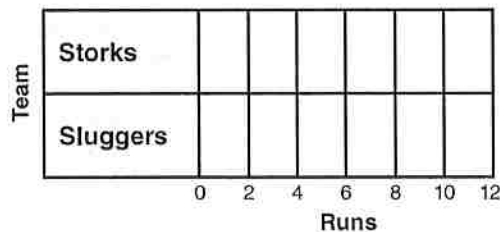
6. $14 - 25 \div 5 = \underline{\hspace{2cm}}$

7. $20 \times \square = 200$

8. Calculate the area of a square with 6-cm sides.

9. Which 3-dimensional figure has two circular faces?

10. Record the following data in a bar graph.
The Storks scored 7 runs.
The Sluggers scored 12 runs.



11. In a game, the probability that a spinner will land on a 2 is $\frac{3}{5}$. How many times would you expect a 2 if you spin the spinner 15 times?

12. If you can read 25 pages in half an hour, how many pages can you read in 2 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. Take 63 away from 187.

2.
$$\begin{array}{r} 82 \\ \times 12 \\ \hline \end{array}$$

3. $147 \div 13 =$ _____

4. What is the value of the digit 5 in the number 95,340?

5. Simplify $\frac{3}{6}$. _____

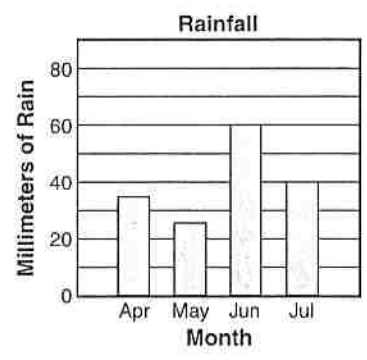
6. $25 + 80 \div 2 =$ _____

7. $\square - 49 = 37$

8. $1\frac{1}{2}$ hours = _____ minutes

9. How many faces are there on a triangular pyramid?

10. The rainfall for April last year was 52 mm. How much less rain was recorded in April in the graph below?



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 grab a pretzel?

12. There are 8 balls. Four of the balls are red. Two of the balls are green. The rest are orange. What percentage of the balls are orange?

NAME: _____

DIRECTIONS

Solve each problem.

1. $116 + 52 =$ _____

2. $49 \times 15 =$ _____

3. $17 \overline{)273}$

4. Is 57,201 less than 57,102?

5. $\frac{2}{10} + \frac{2}{10} =$ _____

6. Write the number that comes next in the sequence.
45, 135, 225, _____

7. $8 \times 6 = \square - 40$

8. 2 yards = _____ inches

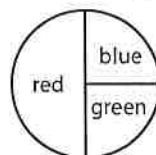
9. True or false? All rectangles are squares.

10. **Fish Caught**

Juan	Maggi	Max	Erik	Aliki	Tia	Jarome
7	4	5	7	11	4	7

One fish can feed two people.
How many people can Aliki feed with the fish she caught?

11. Using the spinner below, what is the probability that you will land on red or green?



12. In magic squares, each row, column, and diagonal adds up to the same number. Complete the magic square using each number 4–12 only once.

7		5
	8	
		9

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.)

10.

Quarters							
Dimes							
Nickels							
	0	3	6	9	12	15	18

Number of Coins

11. 0
12. 5 cars

Day 149

1. 459
2. 1,224
3. 94 R6 or 94.86
4. 35,000
5. $\frac{65}{100}$ or $\frac{13}{20}$
6. 16
7. 34
8. 90 m³
9. greater than
10. 11.4%
11. $\frac{13}{20}$, 0.65, 65%, or 13 out of 20
12. 8

Day 150

1. 264
2. 11,050
3. 69
4. 5 digits
5. 24
6. 2
7. 2
8. 75 cm³
9. right triangle
10. 62.4
11. 6 marbles should be colored orange, 3 blue, and 3 yellow.
12. 4; 5

Day 151

1. 89
2. 936
3. 10 R12 or 10.86
4. less than
5. $\frac{5}{3}$
6. 1,264

7. 10
8. 6:49 P.M.
9. true
10. square
11. $\frac{2}{3}$, 0.66, 66%, or 2 out of 3
12. 6 feet

Day 152

1. 45
2. 3,116
3. 16
4. 465,381
5. \$5.30
6. 8
7. 7
8. 5.8
9. 5 vertices
10. 5 books
11. about 66 people
12. \$1.25

Day 153

1. 189
2. 36
3. 13 R17 or 13.68
4. 9,620
5. 55%
6. 9
7. 10
8. 36 cm²
9. cylinder
10.

Storks							
Sluggers							
	0	2	4	6	8	10	12

Runs

11. 9 times
12. 100 pages

Day 154

1. 124
2. 984
3. 11 R4 or 11.31
4. 5,000 or 5 thousands
5. $\frac{1}{2}$
6. 65
7. 86

8. 90
9. 4 faces
10. 17 mm
11. 0
12. 25%

Day 155

1. 168
2. 735
3. 16 R1 or 16.06
4. no
5. $\frac{4}{10}$ or $\frac{2}{5}$
6. 315
7. 88
8. 72
9. false
10. 22 people
11. $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
12. magic square answers:

7	12	5
6	8	10
11	4	9

Day 156

1. 141
2. 828
3. 14 R24 or 14.66
4. 59,998
5. \$20.00
6. 55
7. 160
8. 36 minutes
9. obtuse angles
10. no
11. $\frac{7}{12}$, 0.28, 28%, or 7 out of 12
12.

x	8	5	7	9
6	48	30	42	54
7	56	35	49	63
8	64	40	56	72
9	72	45	63	81

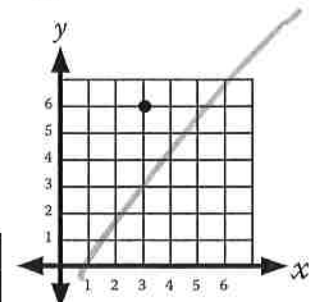
Day 157

1. 457
2. 4,176
3. 41
4. no
5. \$34.00
6. 85
7. 67
8. 4
9. 12 edges
10. 40 members
11. circle graph should show thirds numbered 1, 2, and 3.
12. 48 children

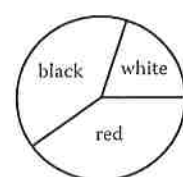
Day 158

1. 209
2. 742
3. 11 R21 or 11.31
4. 38,649
5. $\frac{4}{3}$
6. 101
7. 25
8. yes
9. 2 or more lines of symmetry should be drawn from a vertex perpendicular to the opposite side.

10.



11.



12. 3 months



my planet DiARY

FunFact

Deep in the ocean lies a world that is almost completely unexplored by humans.

2,600 meters below the ocean's surface, animals such as the giant tubeworm live in extreme conditions. That far below the surface there is extremely high pressure and not very much oxygen or light. Structures called hydrothermal vents are near volcanoes and release very hot water. The water temperature can be more than 400°C!

Giant tubeworms can grow to be up to 2.5 meters long and 10 centimeters wide. They do not have mouths. Instead, giant tubeworms absorb nutrients made by tiny bacteria that live inside of them!



Describe What might a scientist do to find out how giant tubeworms interact with their environment?

.....

.....

.....

Use resources to learn more about animals that live deep in the ocean. List three animals you learned about and write a fact for each.

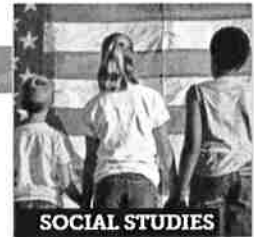
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Lesson 3: Life During the Civil War



SOCIAL STUDIES

myWorld Interactive Grade 5
Building Our Country

The U.S. Civil War did not start as a war to end slavery. President Lincoln just wanted to keep the country together. By 1862, however, Lincoln's thinking had changed. He said, "Slavery must die that the nation might live."

The Emancipation Proclamation

Some of Lincoln's advisors said ending slavery would divide the North and unite the South. They were right. But Lincoln was determined. On January 1, 1863, he issued a **proclamation**, or official announcement. It called for the **emancipation**, or setting free, of enslaved African Americans. Lincoln's Emancipation Proclamation freed enslaved African Americans in states at war with the Union.

The proclamation did not end slavery in the border states, slave states that stayed loyal to the Union. These were Delaware, Kentucky, Maryland, Missouri, and West Virginia. It freed enslaved African Americans in the Confederacy, but only those areas controlled by the Union benefited. As a result, most African Americans remained enslaved.

When the Civil War ended, General Gordon Granger was sent to the state of Texas. On June 19, 1865, he read to the people of Galveston, "The people of Texas are informed that . . . all slaves are free." African Americans in Texas celebrated this day as their day of freedom. The tradition of celebrating on this day is now known as **Juneteenth**.

African American soldiers of the 107th United States Colored Troops

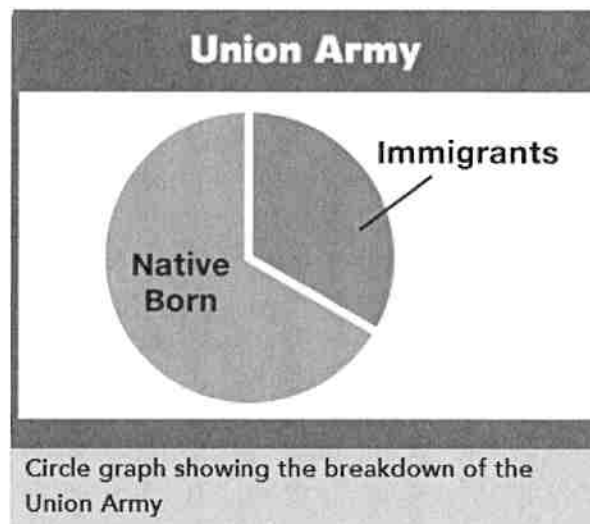


A Diverse Army

African American abolitionist Frederick Douglass supported Lincoln and encouraged other African Americans to help the Union. Large numbers of them responded by joining the Union army. By the end of the war, about 179,000 African American men had served as soldiers in the Union army.

Many recent immigrants also enlisted. Many German, Irish, British, and Canadian soldiers joined in the fight.

About 20,000 American Indians served in either the Confederate or Union armies. General Ely S. Parker, a Seneca, wrote the surrender document that General Robert E. Lee signed at the end of the war. Parker later told how, during the surrender, Lee said to him, "I am glad to see a real American here." Parker replied to the general, "We are all Americans."



A Soldier's Life

The average age of a Civil War soldier was 25. However, boys as young as 12 went into battle as drummer boys. For young soldiers and old, life on the Civil War battlefields was dirty, dangerous, and difficult.

Quest Connections

There were songs written about boredom, marching, and even food. Highlight two or three words or phrases that you might use in your song.

Battles were horrible, but long, boring waits between battles were hard, too. Most battles were in the South, where summers were very hot. Soldiers almost always traveled on foot and might march up to 25 miles a day. The supplies in their backpacks weighed as much as 50 pounds. Marching **proved** even more difficult for Confederate soldiers. The Union blockade kept supplies from reaching the Southerners, so soldiers could not replace worn-out shoes. They often marched and fought in bare feet.

Food was a problem, too. It was rarely fresh. The armies supplied beef and pork. Both were preserved so they did not spoil. Fresh pork had been salted to become "salt pork." Beef was pickled, or preserved in water and spices. In addition, the troops had beans and biscuits. These biscuits were tough flour-and-water biscuits called "hardtack." To survive, troops raided local farms to steal fresh fruits and vegetables.

Sick and Wounded

In the mid-1800s, the idea that germs caused disease was a new and untested theory. Most doctors had not heard of it. Many doctors never washed their hands or medical instruments.

A wounded soldier who made it to a hospital might be put in a bed in which someone had just died of fever—without the sheets being changed. Infections were common, and disease spread quickly. There were few medicines and no antibiotics. Twice as many soldiers died of disease as died of gunshot wounds.



Civil War nurse cares for a wounded soldier

Caring for the Soldiers


At this time, there were almost no nursing schools in the United States. Most nurses learned as they worked. One nurse described a field hospital this way:

Primary Source

"... just across the lawn there are some of the worst cases & the sight & sounds we have to encounter daily are most distressing. I am mightily afraid we shall have some sort of infectious fever here for it is impossible to keep the place clean & there is a bad smell everywhere."

Clara Barton was the most famous of the volunteer nurses. She went out to where the soldiers were. Barton said her place was "anywhere between the bullet and the battlefield." At the Battle of Antietam, as the cannons boomed, she held the operating table steady for the surgeon. She became known as "the Angel of the Battlefield." After the war, in 1881, she founded the American Red Cross.

Hundreds of women helped on both sides. Juliet Opie Hopkins from Alabama cared for Confederate soldiers. In 1861 she sold all her property and gave the money to the Confederacy to establish hospitals. Hopkins was shot twice while rescuing wounded men on the battlefield.

2.  **READING CHECK** Identify two things you might do to help nurse soldiers.

 Notebook

On the Home Front

Most women did not work on the battlefield, they stayed home and took care of their families. They filled the jobs that had been held by men. They ran stores and planted crops.

Word Wise

Compound Words Some words are made up of two words you may already know, such as *bookshelf* or *snowstorm*. If you are not sure of the meaning of the word, think about the two words that make up the word. Think about the meaning of *battle* and *field* to help you understand the meaning of *battlefield*.

Women in the South often had to move their families and belongings, as homes and towns were destroyed. They also had to deal with shortages of supplies caused by the North's blockade. Prices increased sharply. The average Southern family's monthly food bill rose from \$6.65 just before the war to \$68 by 1863. Almost no one could afford food. In April of that year, hundreds of women in Richmond, Virginia, rioted to protest the rise in prices. Women in other Southern cities rioted over the price of bread, too.

When they could, women hid their livestock as the armies came through. Hungry soldiers would kill and eat all the chickens and pigs. Of course, the army would take any other food they could find, too. Often, after an army had passed through, the civilians were left starving. This was the case when the Union army marched through the South.

Women also hid possessions from the enemy soldiers. These included items that had been in their families for generations.

People in the North read about the war. Many sent husbands or sons to fight. In the South, families struggled with the direct effects of the war's destruction.

3. **READING CHECK** Identify three things you would take with you if you had to escape before an enemy army came.

Notebook



Women in Wartime

Women on both sides contributed to the war effort. In addition to being nurses on the battlefield or keeping farms and family businesses running, they sewed clothing and made bandages. They sold personal possessions to raise money and sent food to the armies.

Some women traveled with their soldier husbands and sons, cooking for them, nursing them, and helping them. A few women even became soldiers. Frances Clalin, for example, disguised herself as a man so that she could fight in the Union army.

Sojourner Truth, a former enslaved African American, had worked for abolition before the war and would work for women's rights after the war. During the war, she gathered supplies for African American regiments. A popular speaker, she often told stories of her life as an enslaved African American.

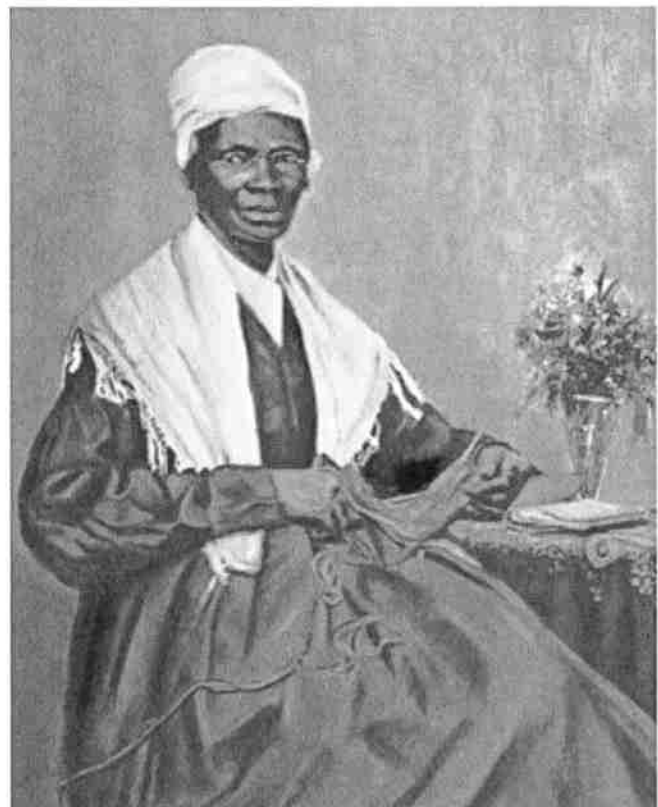
Primary Source

I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me!

—Sojourner Truth

Some women became spies. Documents and even weapons could be hidden under the large hoop skirts they wore.

Belle Boyd, nicknamed "La Belle Rebelle," was one of the most famous female Confederate spies. Union soldiers arrested her six times, but she kept spying for the Confederates. After one arrest, Boyd communicated to a Confederate by hiding messages inside rubber balls and throwing them between the bars of her cell windows!



Bringing the War Home

New technology changed the way the war was fought, but it also changed the way people at home experienced the war. People still got news from the battlefield through the "old" technology of soldiers' letters and newspapers.

For the first time, people back home also got to see something of what these soldiers were living through. A new technology, photography, made this possible. The Civil War was the first war to be "taken home" in images. Mathew Brady thought it was important to photograph the war.

People still learn from Brady's photographs showing the details of war. He took pictures of soldiers posing, resting, and cooking. Brady and other photographers also took photos of field hospitals, weapons, and dead bodies on the battlefield. Their photos appeared in newspapers and special exhibits.

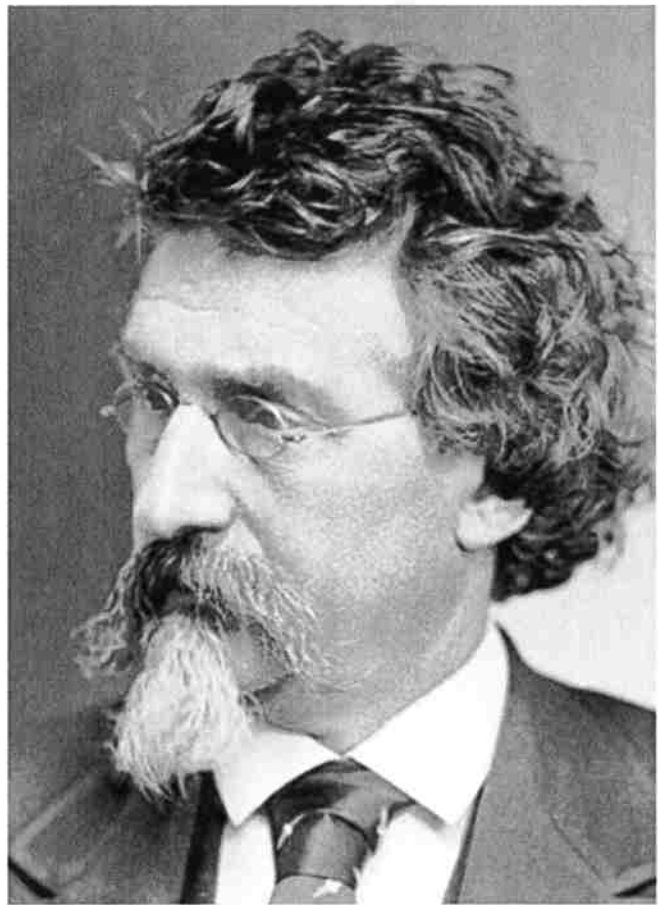
4. **READING CHECK** Describe what caption you would write if you were the photographer of this photograph.

 Notebook

This photograph by Mathew Brady shows wounded soldiers resting between battles beneath a tree.



Camera technology was not well developed at the time. Cameras were large and heavy. All the preparation and developing had to be done in the dark, so the photographers used a “darkroom” wagon. Photographs at that time were taken on specially treated glass plates. The glass plates had to be handled carefully as the wagon bumped through the countryside and across battlefields. Some people claim that as a result of all the letters home and all the photographs, civilians knew more about the Civil War than about any war before.



✓ Lesson 3 Check

5. **Sequence Organize** these events in the correct sequence: Emancipation Proclamation, Juneteenth holiday created, First Battle of Bull Run, Clara Barton starts the Red Cross, Battle of Antietam.

 Notebook

6. Write a letter from the point of view of a Confederate or Union soldier **describing** his experiences to his family. Use an additional sheet of paper if needed.

 Notebook

7. **Understand the Quest Connections** Why would soldiers like songs for marching?

 Notebook

3 Life During the Civil War

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

Check The Big Question
I will know the importance of the Emancipation Proclamation and the roles of different groups in the Civil War.

Vocabulary

proclamation
citizenship
Juneteenth

Academic Vocabulary

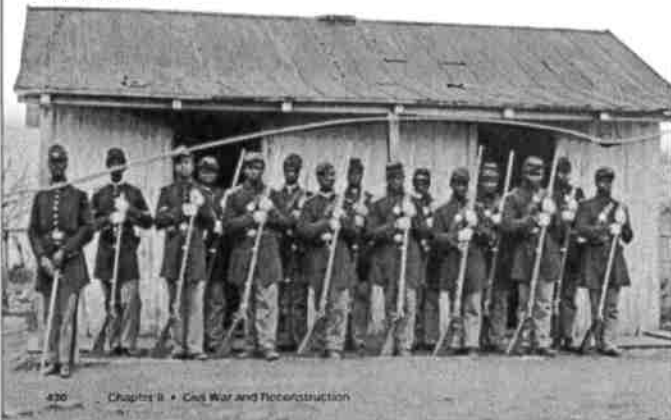
prove
exhibit

African American soldiers of the 107th United States Colored Troops

Jumpstart Activity

In a small group, list items that soldiers might like from home. Discuss how the items would help the spirits of the soldiers. Share your group's list with your class.

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430 Chapter 9 • Civil War and Reconstruction

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INTERACTIVITY
Explore the key ideas of this lesson.

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Circle graph showing the breakdown of the Union Army

Quest Connection

There were songs written about boredom, marching, and even food. Circle two or three words or phrases that you might use in your song.

Academic Vocabulary

prove • v., find out something is difficult, a problem

INTERACTIVITY

Find out more about how to use the soldiers' experiences to compose your song.

A Soldier's Life

The average age of a Civil War soldier was 25. However, (boys as young as 12 went into battle as drummer boys, for young soldiers and old, life on the Civil War battlefields was **dirty, dangerous, and difficult**.)

Battles were horrible, but long, boring waits between battles were hard, too. Most battles were in the South, where summers were very hot. Soldiers almost always traveled on foot and might march up to 25 miles a day. The supplies in their backpacks weighed as much as 50 pounds. Marching **proved** even more difficult for Confederate soldiers. The Union blockade kept supplies from reaching the Southerners, so soldiers could not replace worn-out shoes. (They often marched and fought in bare feet.)

Food was a problem, too. It was rarely fresh. The armies supplied beef and pork. Both were preserved so they did not spoil. Fresh pork had been salted to become "salt pork." Beef was pickled, or preserved in water and spices. In addition, the troops had beans and biscuits. These biscuits were tough flour-and-water biscuits called "hardtack." To survive, troops raided local farms to steal fresh fruits and vegetables.

1. **Reading Check** For most soldiers, life was very different in the army. Turn and talk with a partner to discuss what you would have found to be the most difficult part of being a soldier during the Civil War.



Union soldiers sitting outside their tent

Sick and Wounded

In the mid-1800s, the idea that germs caused disease was a new and untested theory. Most doctors had not heard of it. Many doctors never washed their hands or medical instruments.

A wounded soldier who made it to a hospital might be put in a bed in which someone had just died of fever—without the sheets being changed. Infections were common, and disease spread quickly. There were few medicines and no antibiotics. Twice as many soldiers died of disease as died of gunshot wounds.



Civil War nurse cares for a wounded soldier

Caring for the Soldiers

At this time, there were almost no nursing schools in the United States. Most nurses learned as they worked. One nurse described a field hospital this way:

Primary Source

"... just across the lawn there are some of the worst cases & the sight & sounds we have to encounter daily are most distressing. I am mightily afraid we shall have some sort of infectious fever here for it is impossible to keep the place clean & there is a bad smell everywhere."

Clara Barton was the most famous of the volunteer nurses. She went out to where the soldiers were. Barton said her place was "anywhere between the bullet and the battlefield." At the Battle of Antietam, as the cannons boomed, she held the operating table steady for the surgeon. She became known as "the Angel of the Battlefield." After the war, in 1861, she founded the American Red Cross.

Hundreds of women helped on both sides. Juliet Opie Hopkins from Alabama cared for Confederate soldiers. In 1861 she sold all her property and gave the money to the Confederacy to establish hospitals. Hopkins was shot twice while rescuing wounded men on the battlefield.

2. **Reading Check** Identify two things you might do to help nurse soldiers.

Possible answer:
feed them and
bring them
medicine

2. **Reading Check**

Identify three things you would take with you if you had to escape before an enemy army came.

Possible answer: clothes, food, bedding

Women in Wartime

Women on both sides contributed to the war effort. In addition to being nurses on the battlefield or keeping farms and family businesses running, they sewed clothing and made bandages. They sold personal possessions to raise money and sent food to the armies.

Some women traveled with their soldier husbands and sons, cooking for them, nursing them, and helping them. A few women even became soldiers. Frances Clain, for example, disguised herself as a man so that she could fight in the Union army.

Sojourner Truth, a former enslaved African American, had worked for abolition before the war and would work for women's rights after the war. During the war, she gathered supplies for African American regiments. A popular speaker, she often told stories of her life as an enslaved African American.

Sojourner Truth told of her own life as she worked to end slavery.



Primary Source

I have borne thirteen children, and seen most all sold off to slavery; and when I cried out with my mother's grief, none but Jesus heard me!

—Sojourner Truth

Some women became spies. Documents and even weapons could be hidden under the large hoop skirts they wore.

Belle Boyd, nicknamed "La Belle Rebellé," was one of the most famous female Confederate spies. Union soldiers arrested her six times, but she kept spying for the Confederates. After one arrest, Boyd communicated to a Confederate by hiding messages inside rubber balls and throwing them between the bars of her cell window!

Lesson 3 • Life During the Civil War 437

Bringing the War Home

New technology changed the way the war was fought, but it also changed the way people at home experienced the war. People still got news from the battlefield through the "old" technology of soldiers' letters and newspapers.

For the first time, people back home also got to see something of what these soldiers were living through. A new technology, photography, made this possible. The Civil War was the first war to be "taken home" in images. Mathew Brady thought it was important to photograph the war.

People still learn from Brady's photographs showing the details of war. He took pictures of soldiers posing, resting, and cooking. Brady and other photographers also took photos of field hospitals, weapons, and dead bodies on battlefield. Their photos appeared in newspapers and special exhibits.

Academic Vocabulary

exhibit • n., collection of items put out so that people can see them

4. **Reading Check** Describe what caption you would write if you were the photographer of this photograph.

Possible answer: Soldiers wounded in battle.



This photograph by Mathew Brady shows wounded soldiers resting between battles beneath a tree.

Camera technology was not well developed at the time. Cameras were large and heavy. All the preparation and developing had to be done in the dark, so the photographers used a "darkroom" wagon. Photographs of that time were taken on specially treated glass plates. The glass plates had to be handled carefully as the wagon bumped through the countryside and across battlefields. Some people claim that as a result of all the letters home and all the photographs, civilians knew more about the Civil War than about any war before.



Mathew Brady spent his own money, buying equipment and hiring assistants, to capture the war in photographs.

Lesson 3 Check

Check your understanding of the key ideas of this lesson.

5. **Sequence Organize** these events in the correct sequence: Emancipation Proclamation, Juneteenth holiday created, First Battle of Bull Run, Clara Barton starts the Red Cross, Battle of Antietam.

First Battle of Bull Run; Battle of Antietam; Emancipation Proclamation; Juneteenth holiday created; Clara Barton starts the Red Cross

6. Write a letter from the point of view of a Confederate or Union soldier describing his experiences to his family. Use an additional sheet of paper if needed.

Answers will vary but the letter should include hardships, such as boredom, danger, injuries, poor food, long marches, or extreme heat. It can also describe how women back home offered assistance through food parcels, clothing, and emotional support.

7. Understand the **Quest Connection** Why would soldiers like songs for marching?

Possible answer: Marching is difficult and singing would make the time more pleasant and could keep the marching in rhythm.