



Dear 6<sup>th</sup> – 8<sup>th</sup> 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](#) (6<sup>th</sup> 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 6<sup>th</sup> 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 divertir 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. Encontraran articulos en ingles y espanol en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aqui. Tambien 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 <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></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	
	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> Choose books, videos, and activities by grade levels
	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Children's stories in Spanish
	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Actors and Actresses read books with illustrations
	<a href="https://www.getepic.com/">https://www.getepic.com/</a> 1000's of award winning books. English and Spanish Signup required, free 30 days
	<a href="https://newsela.com/">https://newsela.com/</a> English; <a href="https://newsela.com/rules/spanish">https://newsela.com/rules/spanish</a> Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	<a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Informational text at different grade levels
	<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a> Free audiobooks for PreK-High school students



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



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


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

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

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

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

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

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> 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](#)

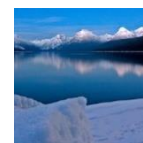
[Grand Canyon National Park](#)

[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 10 – May 25 – May 29

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		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	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning
Activities/ Assignments					

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico semana 10 del 25 de mayo al 29 de mayo

Nombre \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		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	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

## Bubble Tea Is Blowing Up (1180L)

### Step 1: Before Reading Poll (Write Your Answer)

A relatively new drink called "bubble tea" is winning followers across the world. What do you think?

**Newer is better.**

- Do you agree or disagree?

### Step 2: Article (Read the Article)



Photo credit: jarenwicklund/iStock/Getty Images

*A bubble tea shop is a sweet spot to hang out, as well as a good place to get a refreshing drink.*

**TAIPEI, Taiwan** (Achieve3000, May 7, 2019). Bubble tea is a sweet drink that's trendier than avocado toast and cooler than a cucumber-kale smoothie. Originally from Taiwan, it's winning devotees around the world, from Los Angeles to London and Sweden to New Zealand.

To enjoy this treat, you will likely need an extra-wide straw. Why? To slurp up a fun surprise at the bottom of your cup! In addition to tea, flavorings, creamer, and often ice, a bubble tea typically includes some round, chewy goodies. They're most often black tapioca pearls, which are balls of sweetened tapioca, a starchy food made from cassava, the root of a tropical plant. Some people claim these balls of gummy goodness are the "bubbles" that give the drink its name. Others, though, are adamant that the "bubbles" in the name actually refer to the froth that forms on the top of the drink when it's shaken to mix its ingredients.

Tapioca is also used to make desserts, and that probably explains how bubble tea was invented. In the 1980s, tapioca desserts and milk tea, a drink consisting of—you guessed it—tea and milk or creamer, were both popular in Taiwan. Exactly who brewed up the very first bubble tea and where are questions steeped in controversy, as different people and cities have claimed the credit. We can be pretty certain, however, that near the end of that decade, some innovative snacker decided to add ice and tapioca pearls to a milk tea.

People loved this new combination, which was like a drink and a snack in one cup. The invention took off like a soap bubble on a breezy day. In no time at all, it was a huge hit all over Taiwan. From there, its popularity spread to other places in Asia.

In the 1990s, bubble tea shops started opening in the United States, especially in areas where there were a lot of Taiwanese immigrants, like Southern California. Now, they're on the rise elsewhere in the U.S. and in



many other countries around the world. If there isn't a bubble tea shop near you now, look for one to pop up soon!

When you're in line to order a bubble tea, get ready to face a lot of tough-but-tasty decisions. Part of what people find so appealing about these drinks is that they can customize them to their own tastes. Some shops offer over a hundred flavors and styles. Customers can specify the type of tea, for example, black, green, jasmine, or oolong, the amount of ice, and the precise level of sweetness. There's also a veritable flurry of flavor options. Would you like a traditional favorite, like mango, honeydew, or chocolate pudding? Or are you up for something more unusual, like maybe matcha, lavender, or cookie dough? Even when you've dealt with these dilemmas, there's another important consideration to chew on: toppings! Instead of the traditional black tapioca pearls, you can ask your bubble tea barista to throw in almond jelly, pudding, chia seeds, or red beans, just to name a few options. (Yes, they're called "toppings" even though they typically sink to the bottom of the drink.)

If you're afraid you'll be overwhelmed and worn out after making all these decisions, don't worry. A bubble tea shop can be a great place to chill out while you enjoy your concoction. In fact, for many people, the fun, relaxing atmosphere is as much of a draw as the bubble tea itself. In Southern California, for example, regular customers, especially high school and college students, go to their favorite bubble tea shop to hang out with friends, play games, or study. For these young people, the shops are an important part of their social lives. As Chatchawat Rienkhemaniyom, the former owner of one bubble tea shop in California put it, "[Bubble tea] has become life."

*Voice of America contributed to this story.*

*Credit: Voice of America*

### **Dictionary**

**adamant** (*adjective*) very determined and not easily influenced to change one's mind

**innovative** (*adjective*) imaginative and creative

**veritable** (*adjective*) being truly or very much so

### Step 3: Activity (Answer the Questions)

#### Question 1

What is this Article mainly about?

- Ⓐ Bubble tea, a sweet beverage typically made from tea, milk, ice, and tapioca pearls, originated in Taiwan in the 1980s but has now become popular in the United States and many other places.
- Ⓑ One of the characteristics of bubble tea that people find so appealing is that they can customize the drink to their own tastes, with some shops offering more than a hundred flavors and styles.
- Ⓒ The "bubbles" in bubble tea could refer to balls of sweetened black tapioca, a chewy food made from the root of a tropical plant, or to the froth that forms when the drink is shaken and mixed.
- Ⓓ Optional additions to bubble tea such as almond jelly, pudding, chia seeds, and red beans are called "toppings" even though they typically sink to the bottom of the drink.

#### Question 2

Which is the closest **synonym** for the word *adamant*, as it is used in the Article?

- Ⓐ Compliant
- Ⓑ Conflicted
- Ⓒ Obstinate
- Ⓓ Discomforted

#### Question 3

Look at the events below. Which of these must have happened *second*?

*This question asks about when events happened. It does not ask where in the Article the events appear. Look back at the Article for clues, such as dates.*

- Ⓐ Tapioca, a food derived from the root of a tropical plant, was used to make desserts in Taiwan.
- Ⓑ Bubble tea shops opened in parts of the United States where there were large populations of Taiwanese immigrants.
- Ⓒ A combination drink and snack made by adding ice and tapioca pearls to a mixture of tea and milk or cream became a hit in Taiwan.
- Ⓓ The popularity of bubble tea spread in the United States and other countries around the world.

#### Question 4

Which of these is a statement of opinion?

- Ⓐ In the 1980s, tapioca desserts and milk tea, a drink made by combining milk with tea, were both popular in Taiwan.
- Ⓑ Bubble tea toppings like almond jelly and pudding are tastier than toppings like chia seeds and red beans because they are sweeter.
- Ⓒ Bubble tea shops are especially popular in Southern California among high school and college students, who visit them to hang out, play games, or even study.
- Ⓓ Exactly who invented bubble tea is a subject of intense controversy because different cities and people have claimed the credit.

Question 5

Suppose Rosa wants to find out about bubble tea shops in the United States. She would find **most** of her information \_\_\_\_\_.

- Ⓐ In a chapter about the United States in a world atlas
- Ⓑ In an encyclopedia, under the entry for "bubble tea"
- Ⓒ In an article entitled "Bubble Tea Takes America by Storm"
- Ⓓ In a food science textbook that gives nutritional data for tapioca

Question 6

The Article states:

**If you're afraid you'll be *overwhelmed* and worn out after making all these decisions, don't worry. A bubble tea shop can be a great place to chill out while you enjoy your concoction. In fact, for many people, the fun, relaxing atmosphere is as much of a draw as the bubble tea itself.**

Which would be the closest **antonym** for the word *overwhelmed*, as it is used above?

- Ⓐ Sullen
- Ⓑ Discontented
- Ⓒ Flustered
- Ⓓ Indifferent

Question 7

Which passage from the Article best supports the idea that bubble tea is now weaving its way into the fabric of American life?

- Ⓐ A bubble tea shop can be a great place to chill out while you enjoy your concoction. In fact, for many people, the fun, relaxing atmosphere is as much of a draw as the bubble tea itself. In Southern California, for example, regular customers, especially high school and college students, go to their favorite bubble tea shop to hang out with friends, play games, or study. For these young people, the shops are an important part of their social lives.
- Ⓑ Customers can specify the type of tea, for example, black, green, jasmine, or oolong, the amount of ice, and the precise level of sweetness. There's also a veritable flurry of flavor options.
- Ⓒ In the 1990s, bubble tea shops started opening in the United States, especially in areas where there were a lot of Taiwanese immigrants, like Southern California.
- Ⓓ Tapioca is also used to make desserts, and that probably explains how bubble tea was invented. In the 1980s, tapioca desserts and milk tea, a drink consisting of—you guessed it—tea and milk or creamer, were both popular in Taiwan. Exactly who brewed up the very first bubble tea and where are questions steeped in controversy, as different people and cities have claimed the credit.

#### **Step 4: After Reading Poll (Did you change your mind?)**

Now that you have read the article, indicate whether you agree or disagree with this statement.

**Newer is better.**

- Agree
- Disagree

#### **Step 5: Thought Question (Write Your Response)**

What is bubble tea? What conclusions can you draw about the people who visit bubble tea shops? Include facts and details from the Article in your response.

[ 3-5 paragraph essay ]

# Answer Key

## Bubble Tea Is Blowing Up

### Answer key

#### Question 1

What is this Article mainly about?

A Bubble tea, a sweet beverage typically made from tea, milk, ice, and tapioca pearls, originated in Taiwan in the 1980s but has now become popular in the United States and many other places.

#### Question 2

Which is the closest **synonym** for the word *adamant*, as it is used in the Article?

C Obstinate

#### Question 3

Look at the events below. Which of these must have happened *second*?

C A combination drink and snack made by adding ice and tapioca pearls to a mixture of tea and milk or cream became a hit in Taiwan.

#### Question 4

Which of these is a statement of opinion?

B Bubble tea toppings like almond jelly and pudding are tastier than toppings like chia seeds and red beans because they are sweeter.

#### Question 5

Suppose Rosa wants to find out about bubble tea shops in the United States. She would find **most** of her information \_\_\_\_\_.

C In an article entitled "Bubble Tea Takes America by Storm"

#### Question 6

Which would be the closest **antonym** for the word *overwhelmed*, as it is used above?

D Indifferent

#### Question 7

Which passage from the Article best supports the idea that bubble tea is now weaving its way into the fabric of American life?

A A bubble tea shop can be a great place to chill out while you enjoy your concoction. In fact, for many people, the fun, relaxing atmosphere is as much of a draw as the bubble tea itself. In Southern California, for example, regular customers, especially high school and college students, go to their favorite bubble tea shop to hang out with friends, play games, or study. For these young people, the shops are an important part of their social lives.

#### Question 8

The reader can infer from the Article that \_\_\_\_\_.

B Ordering a cup of bubble tea can be a baffling experience, especially for those who have never ordered it before.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multi-Step Algebraic Equations

**Instructions:** Solve each equation. Show your work.

1.  $3r + 1 = 10$

2.  $10x - 4 = 16$

3.  $18 = 5p - 2$

4.  $54 = 7t + 5$

5.  $-15r + 5 = 50$

6.  $4k - 5 = -17$

7.  $4.5g + 0.75 = 18.75$

8.  $\frac{m}{8} - 9 = 12$

9.  $-39 - \frac{q}{2} = 21$

10.  $11 = \frac{16 - a}{3}$

## Multi-Step Algebraic Equations Answer Key

**Instructions:** Solve each equation. Show your work.

1.  $3r + 1 = 10$

$$r = 3$$

2.  $10x - 4 = 16$

$$x = 2$$

3.  $18 = 5p - 2$

$$p = 4$$

4.  $54 = 7t + 5$

$$t = 7$$

5.  $-15r + 5 = 50$

$$r = -3$$

6.  $4k - 5 = -17$

$$k = -3$$

7.  $4.5g + 0.75 = 18.75$

$$g = 4$$

8.  $\frac{m}{8} - 9 = 12$

$$m = 168$$

9.  $-39 - \frac{q}{2} = 21$

$$q = -120$$

10.  $11 = \frac{16 - a}{3}$

$$a = -17$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Probability

- There are 6 blue cubes, 3 yellow cubes, and 1 black cube in a sack. If I reach in and pull one out without looking, what is the probability that I will pull out a blue cube?
  - probable
  - not probable
  - certain
  - impossible
- There are 6 blue cubes, 3 yellow cubes, and 1 black cube in a sack. If I reach in and pull one out without looking, what is the probability that I will pull out the black cube?
  - probable
  - not probable
  - certain
  - impossible
- A restaurant display case has the following tea bag selections and number of bags available for each kind.

Black Tea 15  
Cinnamon 10  
Green Tea 15  
Lemon 4  
Raspberry 6

What is the probability that a tea bag randomly selected from the case will be cinnamon?

- $\frac{1}{50}$
  - $\frac{1}{10}$
  - $\frac{1}{5}$
  - $\frac{1}{4}$
- If you choose a number from the following list of numbers at random, what is the probability of picking an odd number?  
3, 6, 8, 9, 11, 17, 24, 29, 33, 45, 47
    - 5 out of 11
    - 6 out of 11
    - 8 out of 11
    - 4 out of 11





## Probability Answer Key

1. There are 6 blue cubes, 3 yellow cubes, and 1 black cube in a sack. If I reach in and pull one out without looking, what is the probability that I will pull out a blue cube?

**a. probable**

b. not probable

c. certain

d. impossible

2. There are 6 blue cubes, 3 yellow cubes, and 1 black cube in a sack. If I reach in and pull one out without looking, what is the probability that I will pull out the black cube?

a. probable

**b. not probable**

c. certain

d. impossible

3. A restaurant display case has the following tea bag selections and number of bags available for each kind.

Black Tea 15

Cinnamon 10

Green Tea 15

Lemon 4

Raspberry 6

What is the probability that a tea bag randomly selected from the case will be cinnamon?

a.  $\frac{1}{50}$

b.  $\frac{1}{10}$

**c.  $\frac{1}{5}$**

d.  $\frac{1}{4}$

4. If you choose a number from the following list of numbers at random, what is the probability of picking an odd number?

3, 6, 8, 9, 11, 17, 24, 29, 33, 45, 47

a. 5 out of 11

b. 6 out of 11

**c. 8 out of 11**

d. 4 out of 11

5. Marlene flipped a nickel four times, and each time, the coin landed on heads. What is the PROBABILITY of the nickel landing on tails the fifth time?
- a.  $1/5$
  - b.  $1/3$
  - c.  $1/6$
  - d.  $1/2$**
6. Paige has 8 cards in a bag. 3 are red and 5 are blue. If you pick a card, what are the chances of picking a red card?
- a.  $1/8$
  - b.  $2/8$
  - c.  $3/6$
  - d.  $3/8$**
7. What is the probability of picking a yellow ball from a box that has 10 yellow balls, 8 red balls and 9 blue balls?
- a. 8 out of 27
  - b. 10 out of 27**
  - c. 9 out of 27
  - d. 9 out of 18
8. If one letter is chosen randomly from the word "BANANA," what is the probability that the letter chosen is the letter "A?"
- a. 1 out of 6
  - b. 3 out of 6**
  - c. 2 out of 6
  - d. 3 out of 4
9. A number cube is rolled twice. Find the probability that a 4 is rolled both times.
- $1/36$**
10. What is the probability of flipping a coin and having it land on tails?
- $1/2$  or 50%**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Winter Olympics Math Questions

1. The members of a bobsleigh team want to increase their speed by 10% on their second run. If their speed for the first run is about 80 mph, what is their approximate speed they are attempting to achieve on the second run?



2. Lee is skating in the men's 10,000 m speed skating event, which is completed by skating 25 laps on a speed skating oval. If Lee completes 5 laps in 2 minutes and 45 seconds, about how long will it take him to finish all 25 laps, assuming that his speed remains constant for the rest of the race?



3. In the halfpipe snowboarding event, six judges evaluate each participant. Of these six scores, the highest and lowest are dropped, and the remaining four are averaged. If the following represent the six scores of the judges, what is the final score for the participant, rounded to two decimal places?

94.8 96.3 90.2 91.5 95.1 93.5



4. In curling, each team throws 8 stones in total. If a team has thrown 2 stones, what fraction of the team's total stones have they thrown? Be sure to write your fraction in lowest terms.



5. Hayley has taken 32 shots on net during her hockey game. If she scores 2 goals, what is her shooting percentage for this game?



6. Shawn is competing in the biathlon event, which includes cross-country skiing and rifle shooting. For this event, the athlete shoots at a total of 20 targets, and each missed target results in the addition of 1 minute to their time. If Shawn's previous competitor just finished the course in a time of  $54\frac{1}{2}$  minutes, but missed 6 targets, what total time must Shawn achieve to beat his competitor?



7. A long track speed skater has completed 8 laps in 4 minutes. If her speed was about constant, what is her time per lap?



8. The neutral zone of an Olympic ice hockey rink is about 100 ft by 58 ft. The face-off circle at its center is about 30 ft in diameter. What is the area of ice in the neutral zone, excluding the face-off circle? Approximate  $\pi$  with 3.14 and round your answer to the nearest foot.



9. A cross-country skier is practicing the course for her upcoming race. She notices the changes in elevation as she goes. There is a hill with a gain of 14.5 m in elevation, then a fairly flat section. Next there is a long, gradual downhill section with a 25 m drop in elevation, and then another flat section. Finally, there is another uphill section with 8.5 m gain in elevation. What is the overall change in elevation for the course?



10. Valerie is competing in the ski jump event on the normal hill. Her goal is to jump 95 m. If she only achieves 90% of this distance, how far did she jump?



## Winter Olympics Math Questions Answer Key

1. The members of a bobsleigh team want to increase their speed by 10% on their second run. If their speed for the first run is about 80 mph, what is their approximate speed they are attempting to achieve on the second run?

**88 mph**



2. Lee is skating in the men's 10,000 m speed skating event, which is completed by skating 25 laps on a speed skating oval. If Lee completes 5 laps in 2 minutes and 45 seconds, about how long will it take him to finish all 25 laps, assuming that his speed remains constant for the rest of the race?

**13 minutes and 45 seconds.**



3. In the halfpipe snowboarding event, six judges evaluate each participant. Of these six scores, the highest and lowest are dropped, and the remaining four are averaged. If the following represent the six scores of the judges, what is the final score for the participant, rounded to two decimal places?

94.8 96.3 90.2 91.5 95.1 93.5

**93.73**



4. In curling, each team throws 8 stones in total. If a team has thrown 2 stones, what fraction of the team's total stones have they thrown? Be sure to write your fraction in lowest terms.

$$\frac{2}{8} = \frac{1}{4}$$



5. Hayley has taken 32 shots on net during her hockey game. If she scores 2 goals, what is her shooting percentage for this game?

**6.25%**



6. Shawn is competing in the biathlon event, which includes cross-country skiing and rifle shooting. For this event, the athlete shoots at a total of 20 targets, and each missed target results in the addition of 1 minute to their time. If Shawn's previous competitor just finished the course in a time of  $54\frac{1}{2}$  minutes, but missed 6 targets, what total time must Shawn achieve to beat his competitor?

**Shawn's total time (including any penalties) must be less than  $60\frac{1}{2}$  minutes.**



7. A long track speed skater has completed 8 laps in 4 minutes. If her speed was about constant, what is her time per lap?

**30 seconds**



8. The neutral zone of an Olympic ice hockey rink is about 100 ft by 58 ft. The face-off circle at its center is about 30 ft in diameter. What is the area of ice in the neutral zone, excluding the face-off circle? Approximate  $\pi$  with 3.14 and round your answer to the nearest foot.

**5094 ft<sup>2</sup>**



9. A cross-country skier is practicing the course for her upcoming race. She notices the changes in elevation as she goes. There is a hill with a gain of 14.5 m in elevation, then a fairly flat section. Next there is a long, gradual downhill section with a 25 m drop in elevation, and then another flat section. Finally, there is another uphill section with 8.5 m gain in elevation. What is the overall change in elevation for the course?

**-2 m**



10. Valerie is competing in the ski jump event on the normal hill. Her goal is to jump 95 m. If she only achieves 90% of this distance, how far did she jump?

**85.5 m**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Probability Word Problems

1. A survey was taken at school and 525 students were asked if they belonged to a club. 212 people responded saying they did belong to a club. If a student walking down the hall was randomly chosen, then the probability that this person belongs to a club is  $\frac{212}{525}$ .
  - a. True
  - b. False
  
2. It takes 7 students 38 minutes to complete a test, 3 students 36 minutes, 1 student 34 minutes, 6 students 32 minutes, and 10 students 30 minutes. What is the probability that one student will complete the test in 30 minutes?
  - a.  $\frac{1}{20}$
  - b.  $\frac{10}{17}$
  - c.  $\frac{10}{27}$
  - d.  $\frac{10}{30}$
  
3. Becky is tossing a six-sided number cube labeled 1, 2, 3, 4, 5, and 6. What is the probability of tossing 6 two times in a row?
  - a.  $\frac{1}{36}$
  - b.  $\frac{1}{6}$
  - c.  $\frac{1}{3}$
  - d.  $\frac{1}{2}$
  
4. There are 20 males and 15 females in your class. The teacher wants to appoint one person to be in charge of attendance. What is the probability that this person will be female?
  - a.  $\frac{3}{4}$
  - b.  $\frac{1}{15}$
  - c.  $\frac{4}{7}$
  - d.  $\frac{3}{7}$
  
5. Jennifer has a fair coin and a wooden cube. On the cube, there are two faces colored green, two faces colored blue, and two faces colored red. Jennifer flips the coin and tosses the cube. What is the probability of getting both a tail on the toss of the coin and a green face on the roll of the cube?
  - a.  $\frac{1}{4}$
  - b.  $\frac{1}{6}$
  - c.  $\frac{1}{12}$
  - d.  $\frac{1}{2}$



6. In a library box, there are 8 novels, 8 biographies, and 8 war history books. If Jack selects two books at random, what is the probability of selecting two different kinds of books in a row?
- $16/23$
  - $16/24$
  - $8/24$
  - $7/23$
7. A new bag of golf tees contains 10 red tees, 10 orange tees, 10 green tees and 10 blue tees. You empty the tees into your golf bag. What is the probability of grabbing out two tees of the same color in a row for you and your partner?
- $1/40$
  - $10/40$
  - $9/39$
  - $9/40$
8. Ronald has 6 red pencils, 4 green pencils and 5 blue pencils. If he picks out one pencil without looking, what is the probability that he picks a green pencil?
- 1 out of 3
  - 1 out of 4
  - 1 out of 15
  - 4 out of 15
9. Monique has a box that contains the following marbles: 5 yellow marbles, 3 green marbles, 2 orange marbles and 2 blue marbles. She randomly selects 2 marbles from the box and keeps them. If she randomly selects a third marble from the box, the probability that she selects a green marble will be  $2/10$ . Which of the following statements could be true about the first two marbles she selected?
- One was yellow and one was green
  - One was orange and one was yellow
  - One was orange and one was blue
  - Both were green
  - Both were yellow
10. Each of the 6 faces of a fair cube is painted red, yellow, or blue. This cube is rolled 500 times. Below shows the number of times each color landed face up.  
Red - 90 times, yellow - 340 times, and blue - 70 times.  
Based on these results, what is the most likely number of yellow faces on the cube?
- one
  - two
  - three
  - four
  - six

## Probability Word Problems Answer Key

1. A survey was taken at school and 525 students were asked if they belonged to a club. 212 people responded saying they did belong to a club. If a student walking down the hall was randomly chosen, then the probability that this person belongs to a club is  $212/525$ .
  - a. **True**
  - b. False
2. It takes 7 students 38 minutes to complete a test, 3 students 36 minutes, 1 student 34 minutes, 6 students 32 minutes, and 10 students 30 minutes. What is the probability that one student will complete the test in 30 minutes?
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  - b.  $1/15$
  - c.  $4/7$
  - d.  **$3/7$**
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  - a.  $1/4$
  - b.  **$1/6$**
  - c.  $1/12$
  - d.  $1/2$

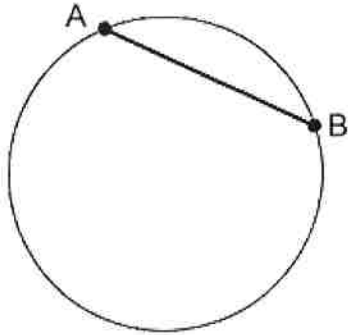
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  - 1 out of 4
  - 1 out of 15
  - 4 out of 15**
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Based on these results, what is the most likely number of yellow faces on the cube?
- one
  - two
  - three
  - four**
  - six

Name: \_\_\_\_\_

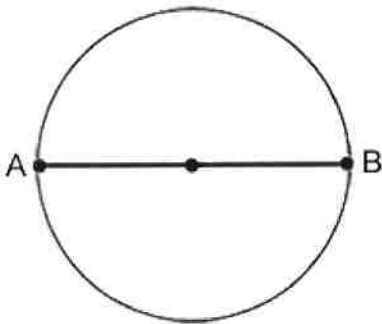
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## Circles

1. Line segment AB is called a/an \_\_\_\_\_.

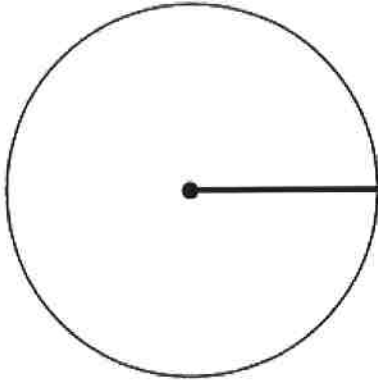


- a. arc
  - b. sector
  - c. chord
  - d. diameter
2. Line AB is 14 inches long. What is the approximate area of this circle?

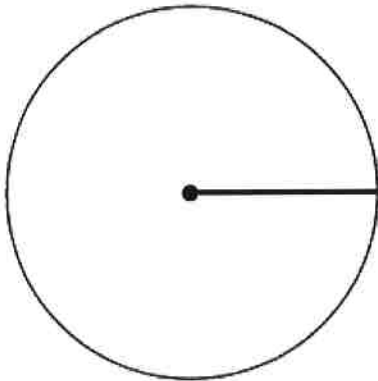


- a. 42 square inches
- b. 615 square inches
- c. 160 square inches
- d. 154 square inches

3. If the radius of the circle is 5 inches, what is the diameter?



- a. 5 inches  
b. 10 inches  
c. 25 inches  
d. 2 inches
4. What is the approximate circumference of the circle if the radius is 6?



- a. 38  
b. 16  
c. 94  
d. 57
5. Kay drew a point inside a circle the same distance from any point on the circle. What part of the circle did she draw?
- a. radius  
b. diameter  
c. center  
d. line
6. The radius of a circle is 8 centimeters (cm). What is the approximate circumference of the circle? (Use  $\pi = 3.14$ )
- a. 16 cm  
b. 25 cm  
c. 50 cm  
d. 201 cm

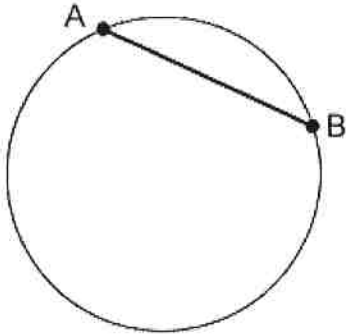
7. Find the circumference of a circle with a radius of 10 m.
- 6.28 m
  - 62.8 m
  - 628 m
  - 6280 m
8. Find the diameter of a circle with radius 5.
- 10
  - 25
  - 2.5
  - 20
9. If a circle has a radius of 7, what is the diameter?
- 3.5
  - 14
  - 10
  - 7
10. Jenny baked a cake with a diameter of 14 inches. She put a ring of frosting around the outer edge of the top of the cake.

How many inches of frosting did Jenny put around the top of the cake?

- 47
  - 44
  - 88
  - 72
11. A merry-go-round has a diameter of 25 feet. What is the approximate circumference of the merry-go-round?
- 78.5 ft
  - 157 ft
  - 235.5 ft
  - 314 ft
12. The circumference of a circle is  $100\pi$  inches. Find each of the following:
- the diameter
  - the radius
  - the length of an arc of 120 degrees.

## Circles Answer Key

1. Line segment AB is called a/an \_\_\_\_\_.

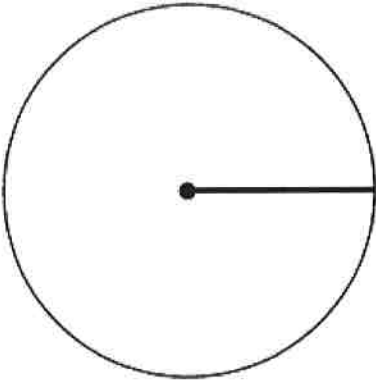


- a. arc
  - b. sector
  - c. chord**
  - d. diameter
2. Line AB is 14 inches long. What is the approximate area of this circle?

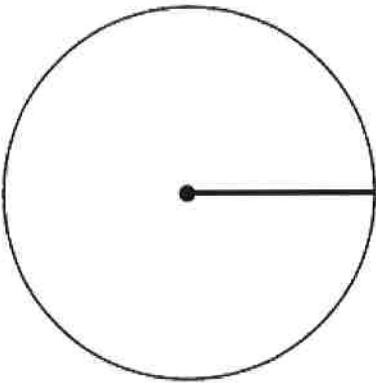


- a. 42 square inches
- b. 615 square inches
- c. 160 square inches
- d. 154 square inches**

3. If the radius of the circle is 5 inches, what is the diameter?



- a. 5 inches  
**b. 10 inches**  
c. 25 inches  
d. 2 inches
4. What is the approximate circumference of the circle if the radius is 6?



- a. 38**  
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- a. 16 cm  
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**c. 50 cm**  
d. 201 cm



7. Find the circumference of a circle with a radius of 10 m.
- a. 6.28 m
  - b. 62.8 m**
  - c. 628 m
  - d. 6280 m
8. Find the diameter of a circle with radius 5.
- a. 10**
  - b. 25
  - c. 2.5
  - d. 20
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  - c. 10
  - d. 7
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How many inches of frosting did Jenny put around the top of the cake?

- a. 47
  - b. 44**
  - c. 88
  - d. 72
11. A merry-go-round has a diameter of 25 feet. What is the approximate circumference of the merry-go-round?
- a. 78.5 ft**
  - b. 157 ft
  - c. 235.5 ft
  - d. 314 ft
12. The circumference of a circle is  $100\pi$  inches. Find each of the following:
- a) the diameter
  - b) the radius
  - c) the length of an arc of 120 degrees.
- a) 100 inches**
  - b) 50 inches**
  - c)  $100/3$  pi inches**



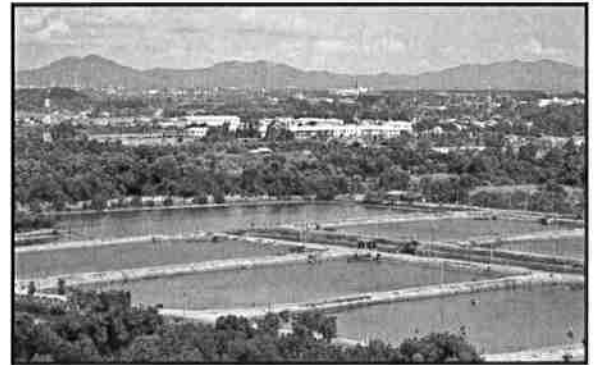
# Reading Science

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Let's Farm Some Shrimp!

- 1 All living things must eat, and most living things are eaten by bigger things. The way organisms get food is linked in a sort of chain (and sometimes a web). This chain of life is called the food chain.
- 2 Food chains, food webs, and energy pyramids all explain these eat-or-be-eaten relationships. Meet a farmer named Jacob Adamson. He is an aquaculture technician. That just means he grows shrimp in large outdoor earthen tanks. "Aqua" means "water," and "culture" means "cultivate" or "grow." Mr. Adamson must know all about food chains, food webs, and energy pyramids to make his shrimp farm successful.
- 3 Wild shrimp are close to the bottom of the food chain. Many animals like to eat shrimp. The shrimp must also eat. When they are young, shrimp eat plankton. As they grow bigger, shrimp eat small worms, mollusks, and fish. Mr. Adamson must feed his shrimp the right things to eat so they can grow. He must keep plankton, worms, small mollusks, and small fish for them.
- 4 Mr. Adamson also must keep predators out of his tanks. In the water, bigger shrimp, fish, and crabs are predators of shrimp. Ocean mammals, land mammals, and many birds also catch and eat shrimp. The pink flamingo gets its pink color from eating shrimp. The flamingo has a beak that can scoop shrimp out of the water. Roseate spoonbills also like to eat shrimp. Small birds wade into the shallows for small young shrimp. Large herons wade into deeper water to catch them. Pelicans scoop shrimp up when shrimp are close to the surface. All of these organisms can get to the outdoor tanks on the farm. Mr. Adamson must know how to protect his shrimp farm. If not, these predators will eat all his profits.
- 5 While all of these animals like shrimp, most aquaculture shrimp are eaten by people. Mr. Adamson will sometimes take shrimp home to his family. Everybody likes shrimp—from the wild or from a farm. That appetite is what makes a food chain.





## Reading Science

1. Where are people in the shrimp food chain?
  - A. Close to the very bottom
  - B. About in the middle
  - C. Close to the top
  - D. At the very top

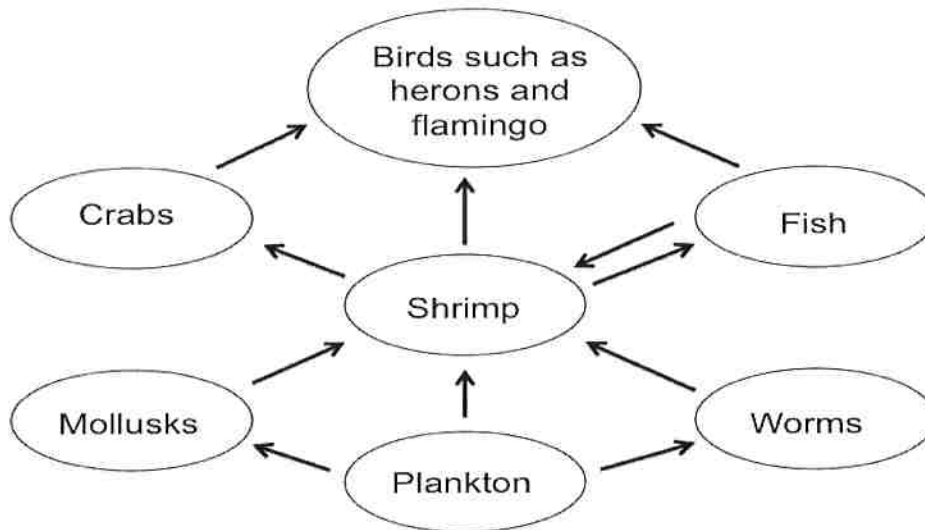
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2. What is the main point of the reading passage?
  - A. Shrimp are part of nature's food chain.
  - B. Shrimp have very specialized diets and will not eat a variety of foods.
  - C. Aquaculture is not a profitable business.
  - D. Few birds or other animals eat shrimp.

---
3. Which of the following statements is true about aquaculture?
  - A. An aquaculturist can throw some young shrimp in a pond, and they will take care of themselves.
  - B. It means “cultivating small acreages of land.”
  - C. An aquaculturist must tend to the tanks carefully to make sure predators do not eat the shrimp.
  - D. The tanks are large aquariums built in warehouses.



## Reading Science

4. What is the main point of paragraph 4?
- A. Wild shrimp are close to the bottom of the food chain.
  - B. Mr. Adamson needs to keep predators out of his tanks.
  - C. Mr. Adamson is an aquaculture technician.
  - D. Most aquaculture shrimp are eaten by people.



5. Examine the diagram of the food web described in this passage. Using arrows, how would you label the direction of energy flow through this web?
- A. Starting at the edges and flowing toward the shrimp
  - B. Starting at the shrimp and flowing outward
  - C. Starting at the plankton and flowing upward
  - D. Starting at the birds and flowing downward

# Answer Key

## Reading Science A

Question 1

At the very top

Question 2

Shrimp are part of nature's food chain.

Question 3

An aquaculturist must tend to the tanks carefully to make sure predators do not eat the shrimp.

Question 4

Mr. Adamson needs to keep predators out of his tanks.

Question 5

Starting at the plankton and flowing upward



## Lesson 4: The Nation Divides

### Main Idea

**John Brown's raid on Harpers Ferry intensified the disagreement between free states and slave states.**

### Raid on Harpers Ferry

In 1858 John Brown tried to start an uprising. He wanted to attack the federal arsenal in Virginia and seize weapons there. He planned to arm local slaves. Brown expected to kill or take hostage white southerners who stood in his way. He urged abolitionists to give him money so that he could support a small army. But after nearly two years, Brown's army had only about 20 men. On the night of October 16, 1859, John Brown's raid began when he and his men took over the arsenal in Harpers Ferry, Virginia, in hopes of starting a slave rebellion. He sent several of his men into the countryside to get slaves to join him. However, enslaved African Americans did not come to Harpers Ferry, fearing punishment if they took part. Instead, local white southerners attacked Brown. Eight of his men and three local men were killed. Brown and some followers retreated to a firehouse.

Federal troops arrived in Harpers Ferry the following night. The next morning, Colonel Robert E. Lee ordered a squad of marines to storm the firehouse. In a matter of seconds, the marines killed two more of Brown's men and captured the rest—including Brown.

Brown was quickly convicted of treason, murder, and conspiracy. Some of his men received death sentences. John A. Copeland, a fugitive slave, defended his actions: "If I am dying for freedom, I could not die for a better cause." Convinced that he also would be sentenced to death, Brown delivered a memorable speech.

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## Election of 1860

Abraham Lincoln defeated three other candidates in 1860 to become president.



John A. Copeland, a fugitive slave, defended his actions: "If I am dying for freedom, I could not die for a better cause." Convinced that he also would be sentenced to death, Brown delivered a memorable speech.

Lincoln won 180 of 183 electoral votes in free states. Douglas had the second-highest number of popular votes, but he won only one state. He earned just 12 electoral votes. Breckinridge and Bell split electoral votes in other slave states.

The election results angered southerners. Lincoln did not campaign in their region and did not carry any southern states, but he became the next president. The election signaled that the South was losing its national political power.

### Main Idea

**The dispute over slavery led the South to secede.**

### The South Secedes

Lincoln insisted that he would not change slavery in the South. However, he said that slavery could not expand and thus would eventually die out completely. That idea angered many southerners.

### Southerners' Reactions

People in the South believed their economy and way of life would be destroyed without slave labor. They reacted immediately. Within a week of Lincoln's election, South Carolina's legislature called for a special convention. The delegates considered secession. Southern secessionists believed that they had a right to leave

the Union. They pointed out that each of the original states had voluntarily joined the Union by holding a special convention that had ratified the Constitution. Surely, they reasoned, states could leave the Union by the same process.

Critics of secession thought this argument was ridiculous. President Buchanan said the Union was not “a mere voluntary association of States, to be dissolved at pleasure by any one of the contracting parties.” President-elect Abraham Lincoln agreed, saying, “No State, upon its own mere motion, can lawfully get out of the Union.” Lincoln added, “They can only do so against [the] law, and by revolution.”

While South Carolina representatives were meeting in Charleston to discuss secession, Congress examined a plan to save the Union. Senator John J. Crittenden of Kentucky proposed a series of constitutional amendments that he believed would satisfy the South by protecting slavery. Crittenden hoped the country could avoid secession and a civil war.

Lincoln disagreed with Crittenden’s plan. He believed there could be no compromise about the extension of slavery. Lincoln wrote, “The tug has to come and better now than later.” A Senate committee voted on Crittenden’s plan, and every Republican rejected it, as Lincoln had requested.

## The Confederate States of America Lincoln Takes Office

President Lincoln was inaugurated on March 4, 1861. In writing his inaugural address, Lincoln looked to many of the nation’s founding documents. Referring to the idea that governments receive “their just powers from the consent of the governed,” a line from the Declaration of Independence, Lincoln stated, “This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing Government, they can exercise their constitutional right of amending it or their revolutionary right to dismember [take apart] or overthrow it. I can not be ignorant of the fact that many worthy and patriotic citizens are desirous [wanting] of having the National Constitution amended. . . .”

While he believed that U.S. citizens had the power to change their government through majority consent, he opposed the idea that southern states could leave the Union because they were unhappy with the government’s position on slavery.

*“I hold, that in contemplation of universal law, and of the Constitution, the Union of these States is perpetual.”*

—Abraham Lincoln

*from the First Inaugural Address*

Lincoln announced in his inaugural address that he would keep all government property in the seceding states. However, he also tried to convince southerners that his government would not provoke a war. He hoped that, given time, southern states would return to the Union.



**A Divided Nation****Lesson 4****MAIN IDEAS**

1. John Brown's raid on Harpers Ferry intensified the disagreement between free states and slave states.
2. The outcome of the election of 1860 divided the United States.
3. The dispute over slavery led the South to secede.

**Key Terms and People**

**John Brown's raid** Brown's attack on the Harpers Ferry arsenal, which began on October 16, 1859

**John C. Breckinridge** pro-slavery candidate nominated by southern Democrats for the 1860 presidential election

**Constitutional Union Party** new political party that concentrated on constitutional principles

**John Bell** candidate nominated for the 1860 election by the Constitutional Union Party

**Confederate States of America (the Confederacy)** the country formed by seceding southern states

**Jefferson Davis** the Confederacy's first president

**John J. Crittenden** Kentucky senator who proposed a compromise to try to stop southern secession and a civil war

**Lesson Summary****RAID ON HARPERS FERRY**

John Brown was an abolitionist. He decided to use violence to try to stop slavery. He planned to lead an attack on the arsenal at Harpers Ferry, Virginia.

**John Brown's raid** began on October 16, 1859. Although he succeeded in taking the arsenal, federal troops overwhelmed him and his small band. They killed some of Brown's followers and captured others, including Brown himself. Brown was charged and found guilty of treason. On December 2, 1859, he was hanged for his crimes.

Many northerners agreed with Brown's anti-slavery beliefs, but they did not agree with his

**What did John Brown want to accomplish?**

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Lesson 4, *continued*

violent methods. Southerners worried that Brown's raid was the start of more attacks on the South.

**ELECTION OF 1860**

The country was torn as the 1860 presidential election approached. The Democrats proposed two candidates—the North's Stephen Douglas and the South's **John C. Breckinridge**. In addition, the new **Constitutional Union Party** nominated **John Bell**. Abraham Lincoln ran on the Republican ticket.

Lincoln won the election, but he did not carry a southern state in his win. This angered southerners, who worried that they had lost their political power.

**THE SOUTH SECEDES**

Southern states responded to Lincoln's election with secession. These states joined together into a new country—the **Confederate States of America**. They elected Mississippian **Jefferson Davis** as their first president. In this country, slavery was legal.

Lincoln argued that southern states could not secede from the Union. It seemed that even compromises, like one proposed by Kentucky Senator **John J. Crittenden**, would not mend this tear in the national fabric. President-elect Lincoln declared there could be no compromise where slavery was concerned. He also announced that the federal property in southern lands remained part of the United States.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyze** Write a paragraph explaining why the Democrats ran two candidates in the 1860 presidential election and the affect that had on the South's secession.

Why do you think John Brown's raid scared southerners?

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Underline the names of the presidential candidates who ran for election in 1860.

What event led southern states to secede from the United States of America?

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Lesson 4, *continued*

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**DIRECTIONS** Write a word or phrase that means the opposite of the term given.

1. Confederate States of America \_\_\_\_\_  
\_\_\_\_\_
2. secession \_\_\_\_\_  
\_\_\_\_\_

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

3. \_\_\_\_\_ was an attack on the arsenal at Harpers Ferry, Virginia, in 1859. (secession/John Brown's raid)
4. During the election of 1860, a new political party emerged called the \_\_\_\_\_. (Constitutional Union Party/Confederate States of America)
5. \_\_\_\_\_ was chosen as the Constitutional Union Party's candidate for president. (John J. Crittenden/John Bell)
6. \_\_\_\_\_ was elected president of the \_\_\_\_\_. (John J. Crittenden/Jefferson Davis); (Constitutional Union Party/Confederate States of America)
7. Senator \_\_\_\_\_ from Kentucky proposed a series of constitutional amendments he hoped would satisfy the South and save the Union. (John J. Crittenden/John Bell)
8. Abolitionist John Brown was executed for his part in the raid on \_\_\_\_\_. (Harpers Ferry/Confederate States of America)

## Answer Key

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### A Divided Nation

### Lesson 4



#### MAIN IDEAS

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Many northerners agreed with Brown's anti-slavery beliefs, but they did not agree with his

**What did John Brown want to accomplish?**

Possible answers: to stop slavery, to bring attention to the cause of abolition

Lesson 4, *continued*

violent methods. Southerners worried that Brown's raid was the start of more attacks on the South.

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**Why do you think John Brown's raid scared southerners?**

They worried that his raid was the start of more attacks on the South.

**Underline the names of the presidential candidates who ran for election in 1860.**

**What event led southern states to secede from the United States of America?**

Lincoln's election

The Democrats could not agree on a candidate and ran one from the North and one from the South. This divided their votes. The Republicans were united in voting for Lincoln. The South soon seceded because southerners felt they had lost their political power.

Lesson 4, *continued*

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**DIRECTIONS** Write a word or phrase that means the opposite of the term given.

1. Confederate States of America the United States of America; Union  
\_\_\_\_\_
2. secession when a country stays together  
\_\_\_\_\_

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

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