

Fifth Grade Distance Learning – Week 2

Dear students and families,

Here is your second distance learning packet. Please complete and return by May 8th. You can turn in a hard copy to the school but we prefer and highly encourage work to be submitted online. You can take pictures or scan and send through Class Dojo or email. Feel free to work on notebook paper or a word document. You do not have to print this packet. If you need assistance, please check in with your teacher during their office hours. Below you will find our office hours and a breakdown of the learning you will be doing. We miss you and hope you are doing well.

Miss Huff, Mrs. Kellogg, Miss Parks, and Mrs. Summa

Office Hours

Miss Huff: M, W, F 1-3 and T, Th 10-12

Miss Parks: M-F 10-12

Mrs. Kellogg: M, W, F 1-3 and T, Th 10-12

Mrs. Summa: M-F 10-11, 1-2

Learning Description

Social Studies: Read the passages about the beginning of the American government. Use RACE to respond to the following two questions:

*What were two problems caused by the Articles of Confederation?

*In the Great Compromise, part of each plan came from the Virginia plan and part came from the New Jersey plan. Which part came from each original plan?

Math: Complete the Design a Water Park performance task to practice volume. Follow the checklist to make sure the volume is found for each part of the park. Complete the spiral review throughout the week. For additional practice, play Prodigy to practice other math skills.

Writing: Pick two writing assignments from the writing choice board.

Science: Read the article on shadows. Draw a model (use words and pictures) use to answer the essential question: Why do shadows change throughout the day? If possible, visit the interactive websites and explore the concept further.

Please visit these websites:

Crash Course Kids: https://www.youtube.com/watch?v=1SN1B0pLZAs&feature=emb_logo

Interactive Websites:

<https://www.schoolobservatory.org/learn/astro/esm/daynight/shadows>

<https://junior.edumedia-sciences.com/en/media/277-how-do-the-shadows-change-during-the-day>

Reading: Read a book of your choice for 20 minutes each day. Check out YouTube read-alouds and/or audiobooks as options. Read the article on the explorer Matthew Henson and respond to the daily questions.

The Articles of Confederation

New Nation and Government Articles

Article 1

1777-1781

Once the colonies declared independence from Britain in The Declaration of Independence, they had a new country. Fear of having a strong central government, like one ruled by a king, led the states to create their own separate constitutions. However, as the states entered a war with Britain, they realized that they needed a central government to make decisions, such as paying the soldiers and negotiating with other countries. The states gave The Continental Congress the authority to develop a written document that created a national government to make these decisions.

The Continental Congress knew that the people were afraid of a strong national government, so they were careful about what they wrote in their first **constitution** (written set of laws). They made sure not to give too much power to the national government. They called this constitution The Articles of Confederation. The states agreed to join one **confederacy**, or union, called The United States of America under this constitution. It was written in 1777 but was not **ratified** (approved) until 1781 after all 13 states signed the document. The Articles of Confederation were in effect from 1781 through 1789. This began during the Revolutionary War and continued after the colonists had won their freedom from Britain.

Although The Articles of Confederation united the states under one national government, the states still held most of the power. Each state could send one delegate to Congress and that delegate got one vote, no matter how large the state was. Each state could issue their own currency and could make their own laws about trade between the states. Congress could pass laws, but it required that 9 out of the 13 states approve the law or it would not go into effect.

Congress could not pass laws to make new taxes, so they were not able to raise money. The states had to give money to Congress. Congress was unable to collect money because the states did not have to give them money if they did not want to. There was no one in charge of the national government and no one to make sure the laws were followed. There were no courts to help settle arguments between the states. This document did not help the states become one strong country.

The Articles of Confederation created a weak national government because the states had worried about it having too much power. But, with a weak national government, it was difficult to protect the country. The war created a large debt for the United States and there was no way to pay it back. The Articles of Confederation would need to be changed if the new country was going to be strong and united as one.



The First Page of the Articles of Confederation

Constitutional Convention

New Nation and Government Articles

Article 2

1787

It was clear after the states won independence from Britain that The Articles of Confederation were not strong enough for the new country. Thomas Jefferson and James Madison realized there needed to be a stronger national government so that the states would not become independent countries. Not everyone felt the same. Patrick Henry felt that the states should be stronger than the national government and he wanted to keep the Articles as they were. It was necessary to call a meeting to decide how to move forward.



Independence Hall in Philadelphia, Pennsylvania

In January of 1787, a farmer named Daniel Shays led a rebellion with other farmers to try and take over a Massachusetts **arsenal**, or weapons storehouse. Shays led this rebellion because he and many other New England farmers were angry that they had not been paid for their work during the Revolutionary War. The national government, under the Articles, was unable to raise money to pay the soldiers. The farmers were also in debt and were losing their land and belongings because they couldn't pay. They were very angry at the government. There was no national army to defend the arsenal when they tried to seize it. The governor had to send soldiers to stop the rebellion and it caused many to think that the national government could not keep order or protect them. This was another sign of the weakness of the Articles of Confederation.

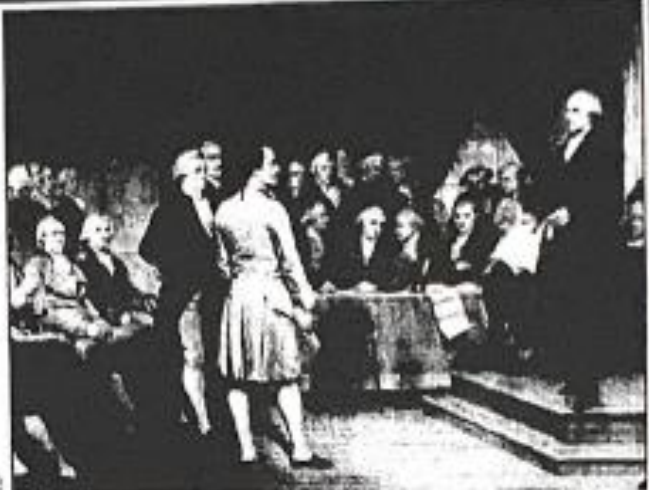
The Constitutional Convention was called and delegates began meeting in 1787. All of the states sent delegates, except for Rhode Island who wanted to keep a strong state government. 55 delegates from the 12 states were in attendance at the convention. George Washington was chosen to lead the convention and they met at Independence Hall in Philadelphia, Pennsylvania. All of the delegates agreed to keep the discussions a secret. Windows were even covered and guards stood at the door. Even though it was summertime, no windows were cracked.

From the beginning there was disagreement about how strong the national government should be. The delegates did agree that they needed to do away with the Articles of Confederation and write a new plan. But how strong should the national government be? The delegates finally agreed that the national government and the states would share power. The states would keep some powers but the national government would handle issues that affected the entire nation.

Debates began almost immediately about how voting on **legislation** (or new laws) would be fair. Large states, such as Pennsylvania, wanted to have more votes because they represented more people. The smaller states were concerned that their opinions would not count if this were true because they would have less votes. A smaller **population** (or number of people living in a state) meant less representatives for that state. The delegates needed to come up with a fair plan.

The Virginia Plan

On May 29, 1787, Edmund Randolph presented the Virginia Plan to Congress. James Madison wrote the plan. Madison proposed a three-tiered government with an executive branch that would carry out the laws, a judicial branch that would enforce the laws, and a legislative branch to make laws. The legislative branch would have two houses: the Senate and the House of Representatives. Both houses would be created based on the population of the states, meaning the larger states would have more representatives. More representatives meant more votes. The smaller states did not agree with this plan and refused to adopt it.



George Washington at the Constitutional Convention

The New Jersey Plan

William Patterson of New Jersey warned that his state would never agree to the Virginia Plan because it felt like the larger states were pushing the smaller states out. If the larger states had more votes, they would also be able to pass the laws they wanted without a say from the smaller states. Patterson proposed a different plan, called The New Jersey Plan. This plan stated that the legislative branch would have one house and each state would be equally represented. The smaller and larger states would all have the same number of representatives.

The Great Compromise

On July 5, 1787, a committee was formed to create a compromise that all of the states would agree to. A **compromise** meant that each side would have to give up some of what it wanted to make an agreement. Roger Sherman led the committee and came up with The Great Compromise. This stated that there would be two houses. One house would have representatives based on the population of the states. The other house would have equal representation of all of the states. Both of the houses could present a **bill**, or an idea for a new law. The larger states felt that this gave the smaller states too much power. The committee added that only the house with representatives based on population could propose tax bills. Not all of the delegates agreed with this, but the majority did. On July 16, 1787, Congress approved the Great Compromise.

The Three-Fifths Compromise

During this time, there were many slaves in the southern states. The southern states wanted to count the slaves as part of their population, which would then give them more representatives in Congress. The northern states did not want the slaves to count at all in the population since slaves didn't hold citizens' rights. The delegates were afraid the southern states would not approve the Constitution if the slaves were not included in some way. The committee decided that they would count three-fifths of the total number of slaves for each state as part of their population.

The Constitution

New Nation and Government Articles

Article 3

1787

On July 26, 1787, after many compromises, a committee was formed to begin drafting the new constitution. The writers were called framers. The framers worked very hard and these men are now called our Founding Fathers. On August 17, 1787, the Constitution was signed by the committee members. However, 9 out of the 13 states would have to agree to the Constitution, or ratify it. It took many years and men like George Washington, Benjamin Franklin, Alexander Hamilton, and James Madison told everyone that they supported the Constitution. This helped persuade people who were not sure if they liked the Constitution. By 1790, all 13 states had ratified the Constitution and all of the states agreed to belong in the United States of America.

The Constitution is the law of the land. Many of the people who were worried about agreeing to the Constitution wanted a Bill of Rights added. A Bill of Rights states rights that cannot be taken away by the government.

They are rights that belong to the people. Even though some of the framers did not think the Constitution needed a Bill of Rights, they agreed to add one later. The framers knew that their draft of the Constitution was good, but they also knew that the people would have other good ideas to add to the document. Additions or changes to the Constitution would be done through an amendment process.

The Constitution established the national government. The first three articles of the Constitution set up the three branches of government. These are the legislative, executive, and judicial branches. The articles also states the branches' responsibilities and how they share power. Article IV explains the relationship of the states and that they are required to obey the national laws and honor one another. It also states that the national government will provide a military to defend the states. Article V explains how the Constitution could be changed. For a change to be made, the amendment has to pass both houses by a two-thirds vote. Then, three-fourths of the states also have to approve the amendment.

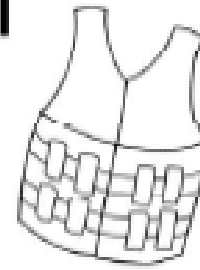
Article VI states that the Constitution is the supreme law of the land. Any new laws have to agree with the Constitution. It also states that people who want to work in the government have to take an oath of office and promise to support the Constitution. This article also says that the national government has to pay the country's debts. Article VII explains the rules of ratifying the Constitution. Once 9 out of 13 states agreed to ratify the Constitution, it would then become the supreme law of the land. The Constitution is still the supreme law of the land today.



The Constitution

YOUR PLANS: CHECKLIST

More funding and land is now available for the aquatic center. It is time to design your own plan for the park!



PARK NAME:

PARK THEME:

WHAT MAKES YOUR PARK PLANS SPECIAL?

Before beginning your park plan, determine the dimensions and volumes of every pool in your park. You must include a kiddie pool, a lap pool, a diving pool, a slide catch pool, and at least one additional pool of your choice. For each pool, write the dimensions and volumes in the table provided. Finally, find the volume of the entire park. Then, make your sketch of the park plans.

Use the checklist below to make sure your park plans include everything you need. Create a sketch of your aquatic center plan that includes all of the following labeled:

- A Kiddie Pool
- A Lap Pool
- A Diving Pool
- A Slide Catch Pool
- At Least One Additional Pool of your Choice
- The Entrance/Exit
- The Concession Stand
- Restrooms
- At Least One Extra Feature (example: volleyball court, play ground, etc.)

PARK VOLUME

Fill out the charts below to record the dimensions and volumes of your pools. Then, find the total volume of all the pools in the park.

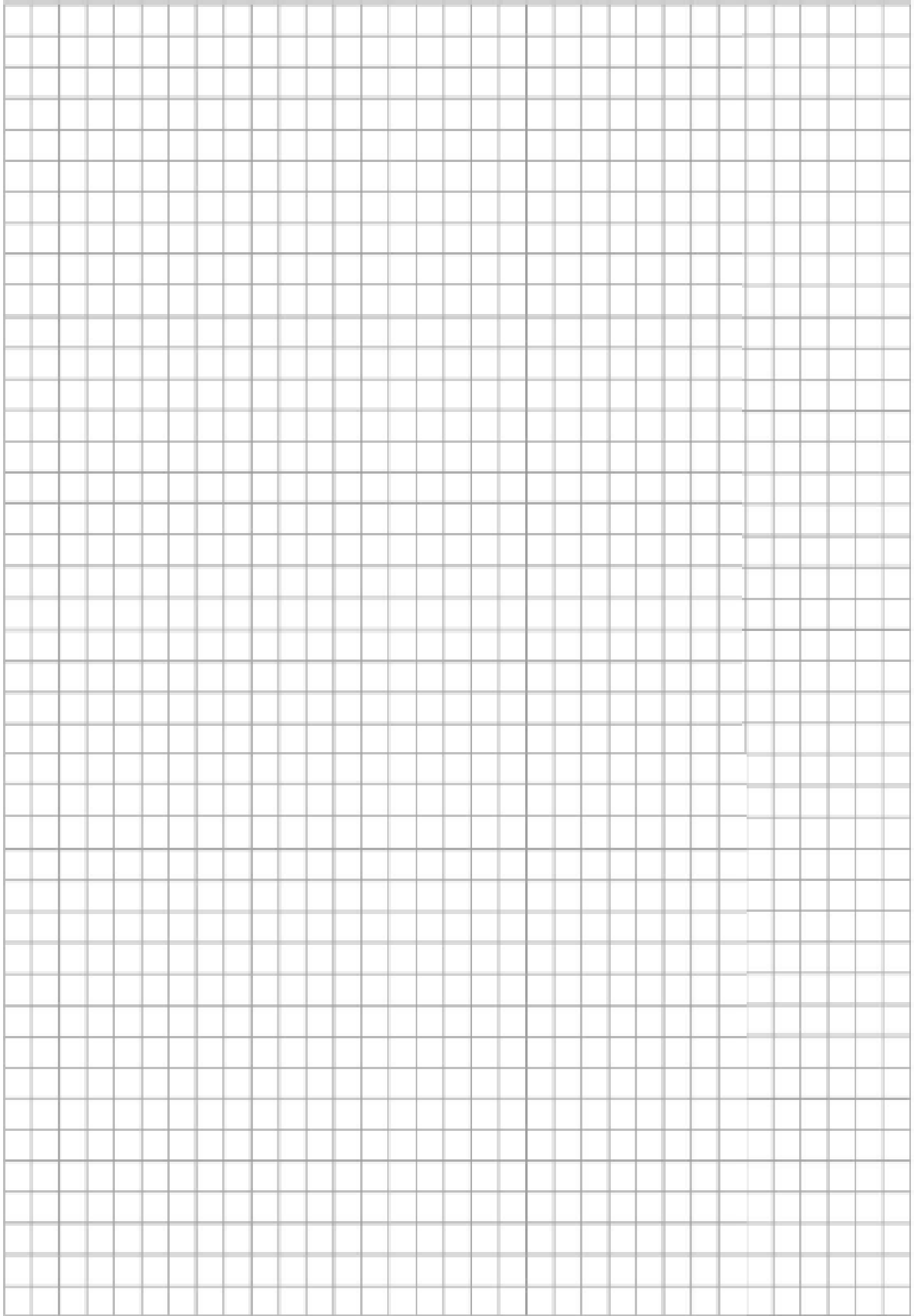
RIGHT RECTANGULAR PRISMS

POOL	LENGTH (FEET)	WIDTH (FEET)	DEPTH/HEIGHT (FEET)	VOLUME (CUBIC FEET)

If you have any pools in your park that are not right rectangular prisms, fill out the chart below to record the dimensions and volume.

POOL	DESCRIPTION OF POOL SHAPE	DIMENSIONS	VOLUME (CUBIC FEET)

TOTAL VOLUME OF ALL POOLS IN AQUATIC CENTER:



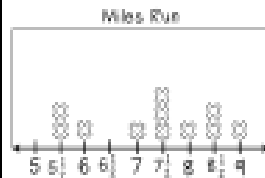
Name _____

Week 29

1.

$$152 \times 0.3 =$$

2. Use the line plot below to answer the question.



How many total miles were run?

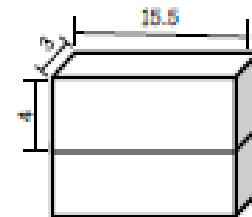
3. Draw a visual to solve

$$6 \div \frac{1}{2} =$$

7. Complete the table.

	Add 8	Add 10
153		
154		
155		
156		
157		

4. Find the volume of the rectangular prism

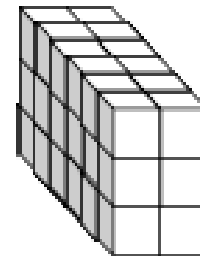


5. How many unit cubes would you need to create a figure that was 25 unit cubes tall and 11 unit cubes deep with 4 extra unit cubes in front?

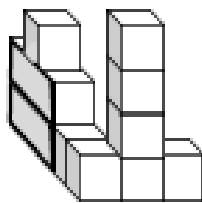
6.

$$\begin{array}{r} 645 \\ \times 88 \\ \hline \end{array}$$

8. Find the volume of the figure by counting the unit cubes.



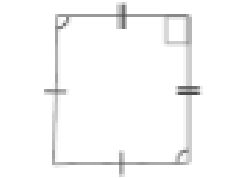
9. How many cubic units would fit into the figure?



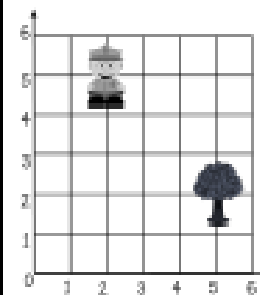
10.

_____ hundreds = 750 tens

11. Determine if the shape shown is a quadrilateral, trapezoid, parallelogram, rhombus, rectangle, or square.



12. Explain a possible path from the police officer to the tree.



16. Between which two whole numbers will the product be found?

$$7 \times 4 \frac{2}{6} =$$

_____ and _____

13.

$$8 \overline{) 4,376}$$

14. A bottle of salad dressing took $2 \frac{1}{8}$ milliliters of lemon juice. If Shannon wanted to make $2 \frac{1}{4}$ bottles, how many milliliters of lemon juice would she need?

15. Will the product be more or less than $6 \frac{1}{3}$?

$$6 \frac{1}{3} \times \frac{5}{4}$$


Weekly Writing Choice Board

Name: _____

Number of Activities to be Completed: _____

Date Assigned: _____ Due Date: _____

Instructions: Color the boxes to indicate the writing activities you completed. Follow your teacher's instructions for completing the activities and handing in this assignment.

<p>Pretend that you are responsible for making dinner for your family for a week. Create a menu for each day of the week.</p>	<p>Write one paragraph to explain the meaning of this idiom: <i>You can't judge a book by its cover.</i></p>	<p>Make a top ten list of the best things about being a kid. Be sure to use complete sentences.</p>
<p>Would you rather wear expensive clothes or expensive shoes? You can't wear both! Write two paragraphs explaining the reasons behind your choice.</p>	<p>Write one paragraph to describe the best way to deal with nosey people.</p>	<p>Ask 25 people to tell you their favorite ice cream flavor. Create a chart to show the data. Write a paragraph to summarize the data.</p>
<p>Respond to this quote: "People will forget what you said, people will forget what you did, but people will never forget how you made them feel." – Maya Angelou Write two paragraphs to explain what this quote means to you.</p>	<p>If a celebrity speaker was invited to give a presentation at your school, who would you want it to be? Write a paragraph to explain your answer.</p>	

What is a Shadow?

I follow you around in the light, I say goodbye to you in the night? Who am I?

Shadow!

Does everything have a shadow?

Take a look around and see what all things form shadows. You will notice that swings, trees, cars, tables and almost everything else has a shadow. Any object – living or non living that can block light can cast shadows.

How are shadows formed?

Sometimes objects can block light, which means that no light is able to pass through that object. An object from which no light can pass through is called an opaque object. The easiest example is our body. Stand in the way of a beam of a light from a small torch. Ask someone to stand behind you and spot the beam of light. The person behind you will see no light since your body did not allow it to pass. Whenever light is not able to go through an object, it creates a dark area around the object. This patch where the light cannot reach is called a shadow. Opaque objects create clear dark shadows.

Why do shadows keep changing sizes?

The size of the shadow depends on the angle at which the light is falling on the object. Your shadow keeps changing throughout the day. It is longest in the early morning and the late afternoon? At noon, when the sun is overhead there is little or no shadow at all. Why? The position of sun changes throughout the day, thus changing the angle at which the rays fall on the ground. A long time ago people tracked the length of shadows throughout the day to keep track of time. The world's earliest clock was a [sun clock](#).

Why does our shadow chase us?

If the source of the light is moving, the direction of the light rays in which they fall on the object also changes. This movement of light from the source makes the shadow move. In the case when the object is moving, the shadow moves as it is formed where all the moving object blocks light. It is that simple!

Name:

Nonfiction: Review – G4:2

Date:

As you answer this week's questions, highlight your evidence in the text.

Matthew Henson: Arctic Explorer

Matthew Henson was born in Maryland in 1866. The Civil War had just ended. Slavery had been **abolished**. Unlike many African Americans at the time, Henson's parents had never been slaves. They were born free. Still, they were poor farmers who raised their crops on someone else's land. His parents died while Henson was a young boy. He left school after sixth grade to find a means to support himself.

At twelve, he was hired by Captain Childs to be a cabin boy aboard his ship. Henson learned as much as he could about sailing and navigating. He studied Captain Childs' books on math and geography. The ship sailed to many faraway lands, including China, Japan, Africa, Spain, and Russia. Traveling around the world ignited Henson's sense of adventure and interest in exploration. After five years at sea, Captain Childs died. Henson was forced to return to America.

Henson was working in a clothing store in Washington D.C when adventure called to him again. Captain Robert Peary came into the store to sell furs from his hunting trip in the Arctic. Peary was looking to hire an assistant for his upcoming expedition to Central America. He'd been hired by the United States government to explore the possibility of building a canal there that could connect the Atlantic and Pacific Oceans. Impressed with Henson's experience at sea, Peary offered Henson the job. During that expedition, the two men became close friends and partners in exploration.

In 1891, Henson accompanied Captain Peary on his expedition through Greenland. The native people there were called the Inuit. Henson quickly learned their language. They taught Henson survival skills for traveling through the harsh Arctic land. He became skilled at building camp and forging trails. Henson learned to build **sledges** – sleds that carry passengers and cargo over ice and snow. He learned how to train dogs to pull them.

The ultimate goal of their Greenland expedition was to be the first to reach the North Pole. The trek was very difficult, though. Their many attempts over the next seventeen years failed. On their first attempt, Henson got frostbite on his foot and had to turn back. The second time, their sled dogs froze to death. The third time, they did not have enough food and almost starved. The fourth time, Peary's foot froze and he lost eight of his toes. Still they did not give up. During one of their failed attempts, they uncovered three huge meteorites. They sold these to the Museum of Natural History to fund their continued attempts to reach the North Pole.

In 1908, Henson and Peary set out on their eighth expedition to the North Pole. When they were only a few miles from the pole, Henson fell through thin ice into the Arctic Ocean and was barely rescued. Finally, on April 6, 1909, Peary's navigational instruments indicated they had at last reached the North Pole. Henson unpacked the American flag they had carried with them for hundreds of miles. He staked it into the snow at the top of the world.

When they returned to the United States, Peary received most of the recognition. Henson's role on the expedition was largely ignored. Because Henson was African American, many people did not believe that he'd been an essential part of the trip. Decades passed before Henson's contribution was officially acknowledged. In 1944, he received a Congressional medal. A year later, he was awarded a silver medal from the U.S. Navy. In 1954, he was formally honored at The White House by President Dwight D. Eisenhower.

© One Stop Teacher Shop™

© One Stop Teacher Shop

Nonfiction: Review - Q4:2

Monday	Tuesday
Based on the title, what will this text most likely be about? <hr/>	Although Henson left school after sixth grade, how did he continue to learn? <hr/>
Why did the author write this text? <hr/>	Why did Peary hire Henson to be his assistant in his upcoming expedition? <hr/>
According to the text, how were Henson's parent different from most African Americans? <hr/>	What details from the fourth paragraph support the idea that Henson is intelligent? <hr/>
Determine the meaning of the word abolished in the text. <hr/>	Determine the meaning of the word sledges in the text. <hr/>
Wednesday	Thursday
What is the main text structure of this text? <hr/>	Write a short summary about this text. <hr/>
How do you think Henson felt when he finally reached the North Pole? Support your answer. <hr/>	<hr/>
What is the main idea of the fourth paragraph? Highlight two details that support the main idea. <hr/>	<hr/>
At the time, why did Henson not get the recognition he deserved? <hr/>	<hr/>