

# NTI DAY 14



Harrison County Schools

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

Grade: 5

Teacher: \_\_\_\_\_

## NTI Day 14

### \_\_\_ Writing:

Watch the video of your teacher demonstrating how to complete the writing task, or refer to the example for Day 11, #1.

Complete writing tasks #7 and #8.

\*Continue working on “School Safety” writing on demand.

### \_\_\_ Reading:

Journeys Lesson 24

“Westward To Freedom”

Read or listen to the story.

<https://www-k6.thinkcentral.com/>

User name:

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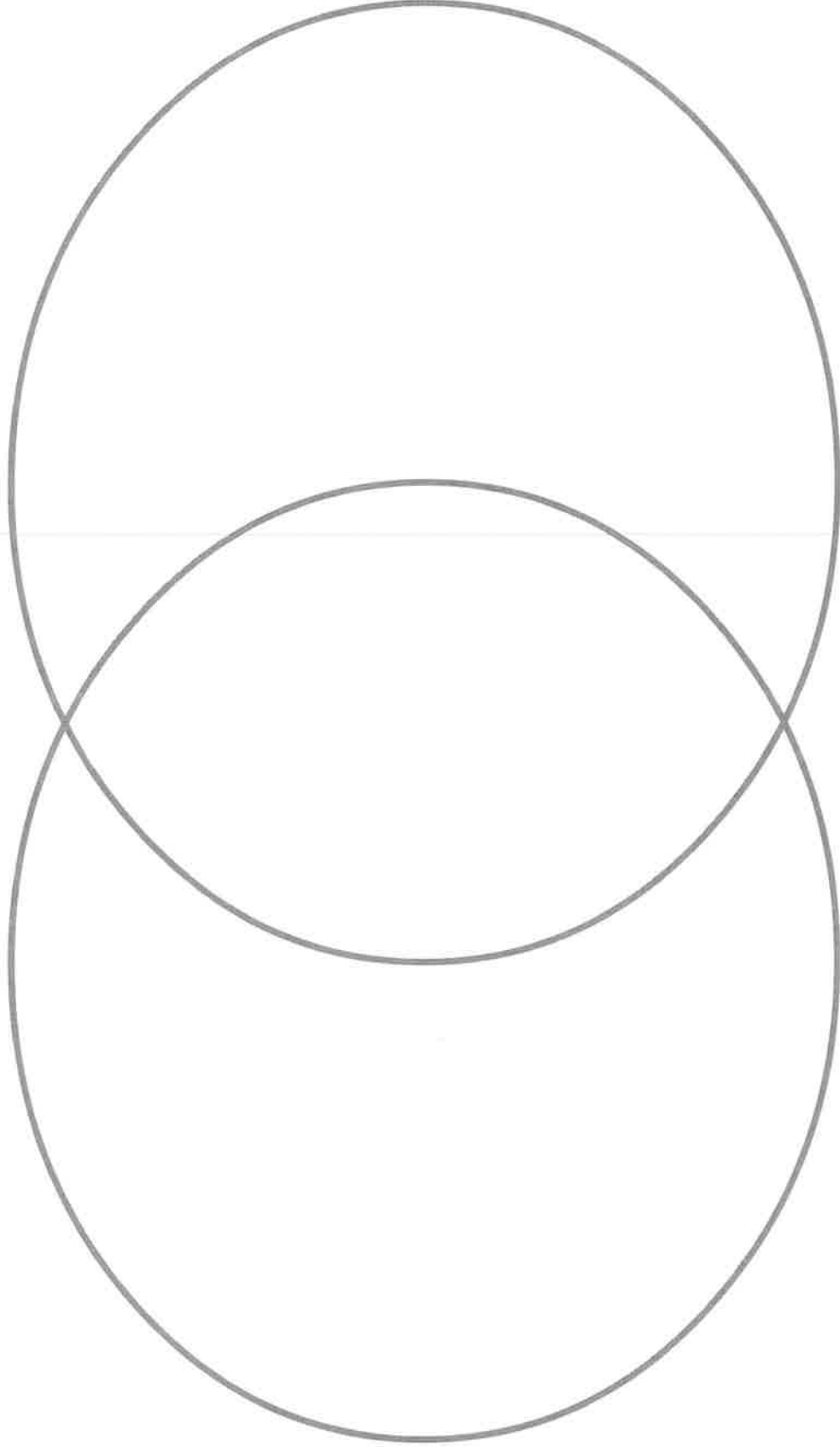
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Day 14 ~ Reading  
**Venn Diagram**

Characters in  
"Rachel's Journal"

Characters in  
"Westward to Freedom"



## On-Demand Writing Tasks:

The following on-demand writing tasks do not specify what **type** to write. Practice deciding what **type(s)** would be appropriate for expressing your ideas in these writing situations and tasks:

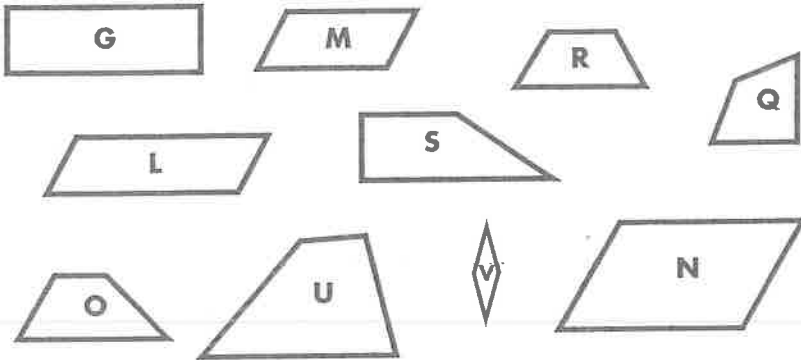
	<p><b>Writing Situation:</b> Underline the <b>KEY</b> words:</p>	<p><b>Writing Directions:</b> Underline the <b>KEY</b> words:</p>	<p>Possible Forms could be Letter Article, Narrative, Speech, Blog, Essay, Email, Editorial, Journal Entry, (others).</p>
<p>7 14</p>	<p>The principal has been noticing that students have been mean to other students by teasing them or leaving them out.</p>	<p>Write about a time a classmate teased you or left you out (or someone you know). Explain how to solve this situation.</p>	<p><b>Type</b> I chose: _____ Audience: _____ Purpose: _____</p>
<p>8 14</p>	<p>All students like recess, but your principal is pushing for less recess and more time in the classroom because he thinks recess is wasted learning time. Think of a time when you learned something at recess time that you wouldn't have learned in the classroom.</p>	<p>Present your argument about why it's important to keep recess. Support your opinion by writing about the time when learning did occur at recess.</p>	<p><b>Type</b> I chose: _____ Audience: _____ Purpose: _____</p>

Name \_\_\_\_\_



**Solve & Share**

Look at the quadrilaterals below. In the table, write the letters for all the figures that are trapezoids. Then do the same with each of the other quadrilaterals. *Work with a partner to solve this problem.*



List the letter of each figure in each group.

Trapezoids	
Parallelograms	
Rectangles	
Squares	
Rhombuses	

**Lesson 16-3**  
**Continue to Classify Quadrilaterals**

**I can ...**

classify quadrilaterals using a hierarchy.

© Content Standards 5.G.B.3, 5.G.B.4  
Mathematical Practices MP.2, MP.3, MP.4, MP.5, MP.7

You can use reasoning to classify quadrilaterals that have more than one property. *Show your work!*



**Look Back!** © MP.3 Construct Arguments Which quadrilateral had the most figures listed? Explain why this group had the most.

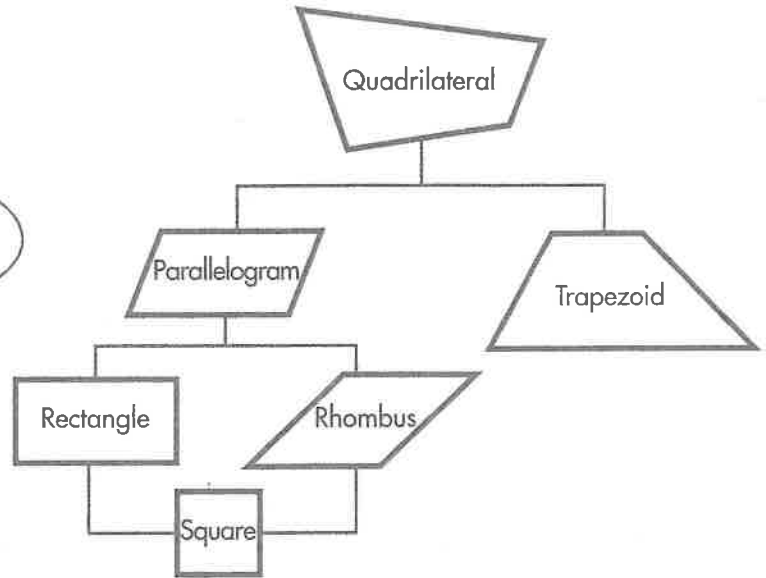
# How Are Special Quadrilaterals Related to Each Other?

A

This "family tree" shows how special quadrilaterals are related to each other.



You can classify quadrilaterals using a "tree".



B

Each branch of the tree shows a subcategory of the figure above.

A square is a type of rectangle. All rectangles are parallelograms.



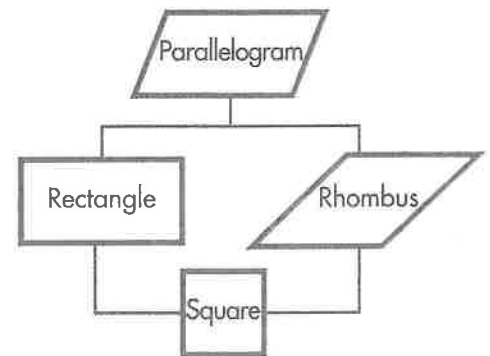
A category can have more than one subcategory.

Each figure shares all of the properties of the figures above it.

A square and a rectangle have four right angles.

C

All of the figures below the parallelogram have two pairs of parallel opposite sides.



**Convince Me!** © MP.3 Construct Arguments When can a rectangle be a rhombus? Can a rhombus be a rectangle? Explain using examples.

Social Emotional Learning - NTI Day 14

Social Emotional Learning - Positive Thinking  
5<sup>th</sup> grade

Directions: Positive thinking is important, but we all have negative thoughts sometimes. It's good practice to catch your negative thoughts and rework them into positive thoughts. Complete the questions below. Remember, thoughts are powerful!

*Remember...Our thoughts create our feelings, and our actions are based on our feelings!!*

In a few sentences, describe a time when you had a negative thought.

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What is a different way you could have thought about the situation? What positive thought could replace your negative thought?

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Describe the different feelings that negative thoughts create versus positive thoughts.

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

# ***The Oregon Trail: Westward Ho!***

by Liza Charlesworth

## **CHARACTERS**

(in order of appearance)

**NARRATOR**

**READER**

**APPLETON FAMILY:**

**GRAMMY**

**MA**

**PA**

**CADDIE:**

a 12-year-old girl

**JEM:**

an 8-year-old boy

**BABY SARAH:**

a 2-year-old girl

**JUSTIN LESTER:**

the wagon train's trail guide

**PIONEERS (1-3)**

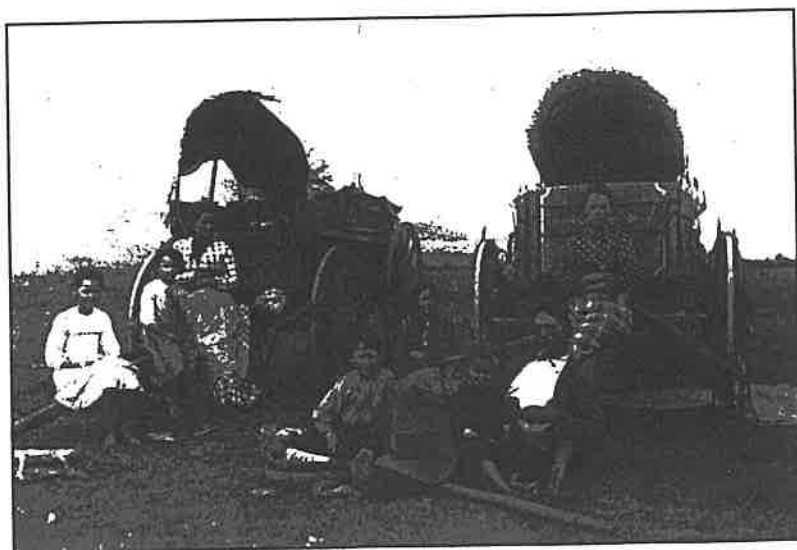
(nonspeaking roles)

**TALL GRASS WAVING:**

a Sioux man

**SHIQUAN (1-3)**

(nonspeaking roles)



Solomon D. Butcher Collection, Nebraska State Historical Society



## ACT 1

**SCENE:** 5 a.m., April 12, 1847. Independence, Missouri. A wagon train full of families heading west is getting ready to pull out.

**NARRATOR:** The famous Oregon Trail, which officially opened in 1843, was the single most important route west during the 19th century. The trail began in Independence, Missouri; snaked through what is now Kansas, Nebraska, Wyoming, and Idaho; then ended in Oregon City, Oregon. About half a million settlers made the journey—crossing a giant patchwork of lush plains, parched deserts, and rugged mountains—to begin new lives in the promising West. But the 2,000 mile, five-to-eight-month trek was far from easy. How do we know? A few of the people who traveled it left a record of their incredible adventures behind in the pages of their diaries.

**READER:** From Caddie's diary: April 11, 1847. Dear Diary: Tomorrow morning Ma, Pa, Jem, Baby Sarah, and I are leaving for Oregon City. Pa says the land there is good for farming and the woods are full of all kinds of critters like we've never seen. And he promises that we can go to school, just like we do here. I'm excited, but I'm scared too. Independence is the only home I've ever known. We're traveling in a wagon train with lots of other people, so we won't be lonely. Pa painted our prairie schooner bright red and brushed the oxen. Ma dipped the schooner's canvas in linseed oil to help keep the rain out. Because the schooner's wagon is so much smaller than our house, we sold most of our things, including my fancy dolls. I'll miss them, but not as much as Grammy...

**JUSTIN LESTER:** Howdy, folks! I 'spect you know I'm Justin Lester, hired on as your official trail guide. We'll be headin' out soon. You and the other families'll make up the rear of the wagon train. Me and my boys will be out front watching for trouble.

**JEM** (eyes widening): Trouble?!

**JUSTIN LESTER:** Just the usual: quicksand, twisters, ragin' rivers, storms, locusts, wolves, rattlers—

**JEM** (looking worried): R-r-r-r-rattlesnakes?

**JUSTIN LESTER:** You bet! No need to worry, though. I know the Oregon Trail like the back of my hand.

**MA:** We can only hope that he knows what he's doing.

**GRAMMY:** I'm going to miss you all so much! (handing each of them a peppermint stick) Sweets for my sweets!

**CADDIE:** I love you, Grammy!

**BABY SARAH:** I wuv ooo, Gammy!

*(As they all laugh at Baby Sarah, a bugle sounds.)*

**PA:** That's our cue! We're off to the land of milk and honey!

**THE WHOLE FAMILY** *(waving):* Bye, Grammy! We'll miss you!

**GRAMMY** *(wiping her eyes with a hankie):* Bye darlings...have a wonderful adventure!

## ACT 2

**SCENE:** 5:30 p.m., April 19, 1847. A prairie, somewhere in what is now Kansas.

**NARRATOR:** The group of wagons, about 40 of them, have formed a circle. In the middle of it, a weak fire, tended by the women, burns. Their fuel is running low. The men, meanwhile, are out hunting for food. A buffalo herd was spotted, and they're chasing after it.

**READER:** From Caddie's diary: April 19, 1847. Dear Diary: We've been traveling a week now, but I swear we weren't more than a few hours outside Independence before Jem asked if we were there yet! Ma and Pa just laughed. Baby Sarah and Jem ate their peppermint sticks right away. But not me, I'm saving mine 'til I get to Oregon. That way, it will be like Grammy is with us. The trip is going slow and steady. We make 12 miles on a good day. A good day is when there isn't rain to slow us, mud to get stuck in, or rivers to cross. There are lots of strange new things to get used to, especially in the evening when our wagon train stops and makes camp...

**MA** *(stoking the fire):* That's the last of our wood. Jem, go fetch me a bucket of buffalo chips.

**JEM:** Yuck! Do I have to?

**MA:** Look around you: There's nothing else to burn, so we'll have to use chips. Now, scoot. Caddie, you mind Baby Sarah.

*(Pa and a group of men appear carrying some odd-looking birds.)*

**CADDIE:** Pa! What happened to the buffalo?

**PA:** The herd moved on, but we got us somethin' better: A prairie chicken!

**CADDIE** (*making a face*): A prairie chicken? What's that?

**MA:** Now, Caddie, we must be thankful for the food we're given. (*Looking skeptically at the bird*) With a few wild onions, some carrots, and...lots of spices...I'm sure it will make a fine stew.

**PA:** That's the pioneer spirit! Caddie, bring me my fiddle, and I'll play 'til supper!

### ACT 3

**SCENE:** 3:00 p.m., June 24, 1847. In the middle of what is now Nebraska. A group of tipis are visible against the horizon.

**READER:** From Caddie's diary: June 24, 1847. Dear Diary: We have now traveled 850 miles. It rains and rains; Jem and I walk and walk. In fact, Ma's had to patch our shoes twice. Baby Sarah caught a fever shortly after a bad hail storm and Ma's been tending her since: keeping her cool with rags dipped in water, feeding her weak tea, and singing to her. Sometimes we pass wooden grave markers, showing where people have died of hunger or the cholera, which worries me some. But Ma says not to think that way: Our Baby Sarah will be up and around in no time. Way back in Independence, I picked a faraway star and named it Oregon City; it doesn't seem to be getting any closer. But everyday on the trail is a new adventure...

**NARRATOR:** The wagon train bumps along the road, still muddy from recent rains. Men are driving the wagons, women and children are walking. All eyes are on the tipis in the distance...suddenly...

**CADDIE:** Look, Indians! And they're coming this way!

**NARRATOR:** Four Sioux men—wearing buffalo hides decorated with beads, feathers, and porcupine quills—ride toward the front of the wagon train. A few carry tomahawks.

**JEM:** Look, they have tomahawks! Maybe they want to steal our horses! Or our food! Or maybe they want to—

**CADDIE:** Oh hush up! Maybe they just want to trade.

**MA** (*looking worried*): Children! Get inside the schooner! Now!

**JEM:** What kind of Indians are they, Pā?

**PA:** Sioux, I reckon.

**CADDIE:** What's going on out there?

**JEM** (*straining to see*): Well, one Indian is talking and moving his hands around fast and furious. He looks upset. Now Justin Lester is talking and moving his hands around fast and furious. He looks real upset. Now Justin Lester and the Indians are coming this way—uh-oh!

**PA:** Jem, that's enough! Get back inside with your Ma and sisters.

(*Justin Lester and Tall Grass Waving approach the wagon.*)

**JUSTIN LESTER:** Folks, I don't mean to alarm you, but I got some unfortunate news.

**JEM:** See? What'd I tell you? We're done for!

**PA:** What seems to be the problem?

**TALL GRASS WAVING:** The creek ahead is full from the rains. You won't be able to cross it in your wagons.

**JEM** (*sounding surprised*): I can understand what he's saying!

**CADDIE:** That's because he's speaking English.

**PA** (*surprised*): But we have to cross the creek.

**TALL GRASS WAVING:** We can show you a place—about “a white man mile” from the trail where it's safe to cross.

**PA:** Thank you for helping us.

**TALL GRASS WAVING:** Someday, maybe you can help me.

**PA:** I hope so.

**MA:** What a good man...(*sighing and feeling Baby Sara's hot forehead*) I hope this means our luck's changing.

## ACT 4

**SCENE 1: 7:00 a.m., August 29, 1847. At the foot of the Cascade Mountains in what is now Oregon.**

**READER:** From Caddie's diary: August 29, 1847. Dear Diary: We have now traveled more than 1,900 miles. Only 100 more, but Oregon City still seems a million miles away. Our pretty red prairie schooner is now black with dirt. When I get to feeling gloomy, I remember my favorite day: The day we reached the Register of the Desert—this giant rock where hundreds of other pioneers have scratched their names and destinations. Most of those folks are probably in their new homes now. Today, I've only eaten one biscuit and a small piece of bacon. Food is low and we got to make sure Baby Sarah gets her fill. The good news is she seems to be a little better. Yesterday, she was well enough to sit up. Pa says we'll soon face our last challenge—climbing the Cascade Mountains...

**NARRATOR:** Some wagons have already crossed the mountains, others are scattered at the base. Remembering what it was like to cross the Rockies, pioneers mill about nervously. This will be their last, and greatest, hurdle.

**JUSTIN LESTER** (*pointing up at a huge peak*): Do you think you're gonna make it over the mountain? Those oxen ain't lookin' too lively.

**PA:** They're hungry and tired, but they'll manage.

**JUSTIN LESTER:** The family gonna hike on up the foot path to lessen your load?

**PA:** Caddie and Jem will. But my wife has to ride in the wagon with Baby Sarah...she's still sick.

**JUSTIN LESTER:** I hope you know what you're doing. A lighter load 'n this one's been known to kill stronger beasts. They may have heart attacks.

**PA:** It's the only way. We can't turn back now.

**JUSTIN LESTER:** Make sure the children wear mittens, hats, and wraps, then. It's colder than a gooseberry in December up there. And God speed, Appleton!

**SCENE 2: 2:00 p.m. at the top of the mountain.**

**NARRATOR:** Caddie and Jem sit shivering on a rock, anxiously waiting for their parents.

**JEM:** What if they don't make it? What if the oxen die? What if—

**CADDIE** (*teeth chattering*): J-J-J-Jem Appleton, don't you talk that way. 'Course they'll make it!

**JEM:** C-C-C-Caddie! Here comes our wagon! I told you they'd make it!

**PA** (*speaking in a very tired voice*): Am I glad to see you! The wagon started to slip at Dead Man's Pass, and I thought we were goners. But the oxen tugged and tugged, and we finally gained ground. I do believe they want to get to Oregon City as much as we do!

**CADDIE:** Ma, Ma! I have a present for you, and one for Baby Sarah.

*(Caddie opens her hands to show two perfect snowballs.)*

**MA:** My word! Whoever heard of snowballs in August?

**CADDIE:** There's lots of snow under the trees!

**BABY SARAH:** Sow Poe! Sow Poe!

*(The family laughs.)*

**MA:** Look at the roses in Sarah's cheeks! I do declare, adventure agrees with her!

**PA:** And just look down there!

**JEM:** What, Pa? I don't see anything.

**PA** (*proudly*): Our new home—at last!!

**READER:** From Caddie's diary: September 12, 1847. Dear Diary: Well, we finally made it! 2,000 miles and 141 days later! I write to you from my new home, just a skip from Oregon City. Pa went to town today to buy some glass for the house he's building. We're going to have real windows, just like we used to! In a few days, Jem and I will start school in a brand-new school house, just a couple miles away.

Baby Sarah, mercifully, is all better and quite a ball of fire, I might add. Yesterday, she got hold of my peppermint stick—remember the one from Grammy that I toted all the way from Independence? Well, she chewed it right up! Speaking of Grammy, I wrote her a real long letter. Pa's mailing it today. If all goes well, Grammy will get it next summer. Then it will be almost like I'm talking to her, telling her all about our amazing adventure on the Oregon Trail.

## “Oregon Trail: Westward Ho! One Family’s Journey

1. Why was the Appleton family moving to Oregon? Why did most people move west?

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2. What was Justin Lester’s job and why was it important?

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3. How did the pioneers get food on their journey west?

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4. How did Tall Grass WAving help the pioneers? Why do you think he did that?

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5. What were some of the challenges the Appleton family faced on the trip?

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# INFORMATIONAL TEXT



## GENRE

**Informational text**, such as this social studies text, gives facts and details about a topic or time period in history.

## TEXT FOCUS

A **timeline** identifies the sequence of important events in a period of history or other span of time.



**RI.5.10** read and comprehend informational texts

# WESTWARD to FREEDOM

by Tracy Moncure

To many African Americans in the 1800s, the West meant freedom, independence, adventure, and the good life. For those who wanted to leave behind memories of slavery, the West offered a chance to start a new life. The trip west was not easy. Travelers risked danger and mishap. Every rustling of the brush might signal a threat. After the torment of slavery, however, African American pioneers were up to the challenge.

## MILESTONES IN THE WESTWARD MOVEMENT OF AFRICAN AMERICANS

1835

1850

1848 Southwest and California are acquired.

1849-1852  
Up to 4,000 African Americans join the California Gold Rush.





## Helping Others on the Path to Freedom

Many African American pioneers became successful in business. They often used their wealth to help others find better lives.

Biddy Mason (1818–1891) traveled with her owner to California in 1847. Her owner balked at giving her freedom. So a judge lectured him, saying that California was a free territory. Later, she owned land in Los Angeles. She became the city's richest citizen. She used her wealth to help those in need.



Clara Brown (1800–1885) also began her life enslaved. After some time, she overcame this disadvantage and fared well. She gained freedom and became the first African American woman to settle in the Colorado gold fields. She started a laundry business. She invested in mines, too. A beacon of hope to freed slaves, she helped many people move to the West.



A regiment of African American cavalry, known as "Buffalo Soldiers," stand next to their horses.