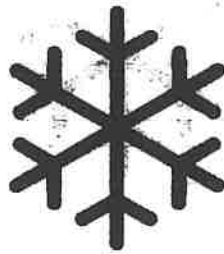


Complete within 2 weeks of returning to school.

NTI DAY 20



Harrison County Schools

Name: _____

Grade: 5

Teacher: _____

NTI Day 20

___ 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 #19 and #20.

*Continue working on “Good Friend Contest” writing on demand.

___ Reading:

Journeys Lesson 25

“Lewis and Clark”

Read or listen to the story.

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

User name:

Dmurdock

Passwork:

Tully2018!

Complete both constructed responses for the text.

Read a book of your choice for 20 minutes.

MATH

1. Use additional resource page for videos
2. Complete Envisions page 879 and 880 (ALL)

Social Studies

Day 20-

1. Compromise and Conflict Read pp. 432-435.
2. Do the Assessment for the Lesson.
3. If able, watch the Dred Scott Video.

https://www.youtube.com/watch?v=c3-bKpfGR7I&list=PL_v8veKSBaWaWLeZsuhPHIPAwVREVadgn&index=10&t=0s

Specials

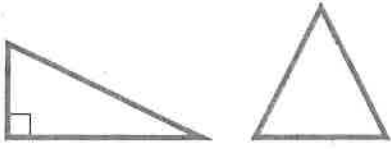
1. Do the specials activity.

The following on-demand writing tasks do not specify what **TYPE** to write. Practice deciding what **TYPE** you would use for each situation.

<p>Writing Situation: Underline the KEY words:</p>	<p>Writing Directions: Underline the KEY words:</p>	<p>Possible Forms could be Letter: Article, Narrative, Speech, Blog, Essay, Email, Editorial, Journal Entry, (others).</p>
<p>19 Students new to your grade are faced with many new challenges, such as an increase in the amount of homework and school rules.</p>	<p>Select one of these challenges that an incoming student might face. Be sure to support your choice with suggestions and tips so that these students can have a successful year.</p>	<p>Type I chose: _____ Audience: _____ Purpose: _____</p>
<p>20 The editors of a news magazine for young people want to know what students think about getting paid for doing well in school. They have asked people to express their opinions supporting or opposing paying students to do well in school.</p>	<p>Present an argument as to whether or not students should be paid for doing well in school. Provide reasons and details to support your argument.</p>	<p>Type I chose: _____ Audience: _____ Purpose: _____</p>

Name _____

1. Harry drew the triangles shown. Which of the following correctly describes the triangles?

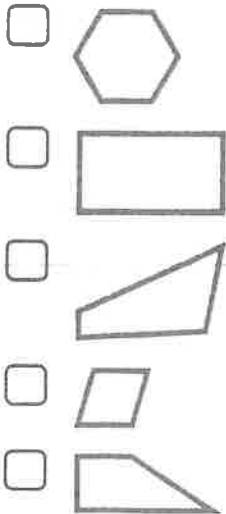


- (A) Both triangles have a right angle.
(B) Only one triangle has an acute angle.
(C) Both triangles have at least two obtuse angles.
(D) Both triangles have at least two acute angles.

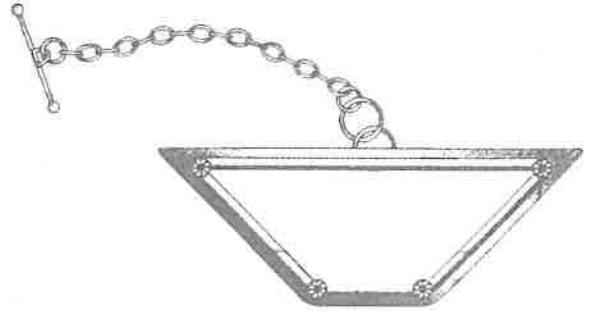
2. A right triangle has an angle whose measure is 35° . What is the measure of the third angle in the triangle?

- (A) 35°
(B) 55°
(C) 72.5°
(D) 145°

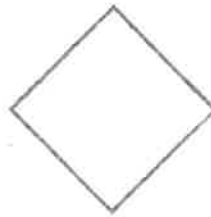
3. Choose all the shapes that are parallelograms.



4. The necklace charm shown has one pair of parallel sides. What type of quadrilateral is the charm?



5. Which of the following can be used to describe the square below?



- (A) Opposite sides are perpendicular.
(B) All angles are obtuse.
(C) It has 2 acute angles.
(D) All sides are the same length.

6. Nat says that a square is a rectangle because it has 4 right angles. Amy says that a square is a rhombus because it has 4 equal sides. Who is correct? Explain.

7. Look at the rhombus and square below.



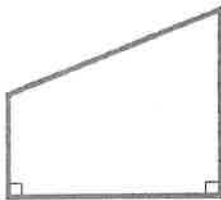
Part A

How are the two figures the same?

Part B

How are the two figures different?

8. Identify the figure below using as many names as possible.



9. Identify the figure below using as many names as possible.



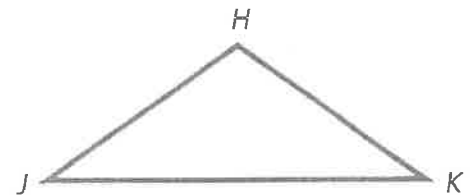
10. A sail on a sailboat is a triangle with two sides perpendicular, and each side is a different length. Which two terms describe the triangular sail?

- (A) Isosceles, right
- (B) Isosceles, acute
- (C) Scalene, right
- (D) Scalene, obtuse

11. Anwar says that the shape below is a parallelogram. Is he correct? Explain.



12. Triangle HJK is an isosceles triangle. The measures of angles J and K are equal. The measure of angle H is 100° . What is the degree measure of angle J ?



Technology Day 20

Coding

Second-Fifth Grade Students

Pick one of the activities below.

Online Activity: Go to the following website and watch the video. Then spend at least 15 minutes coding The Angry Bird activities. Watch any videos that might pop up along the way.

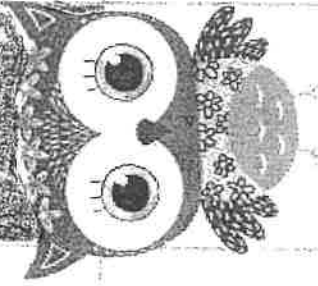
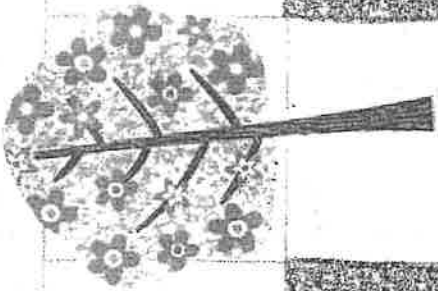
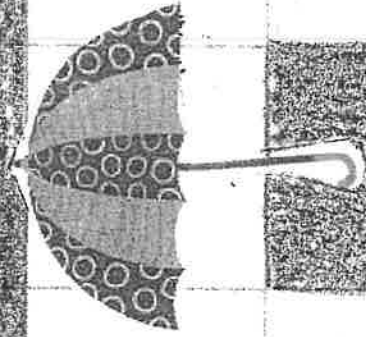
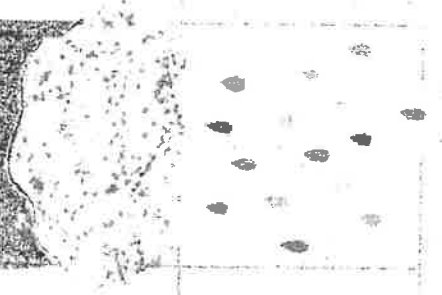
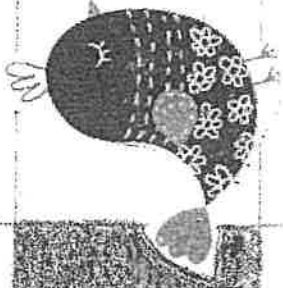
<https://studio.code.org/hoc/1>

OR

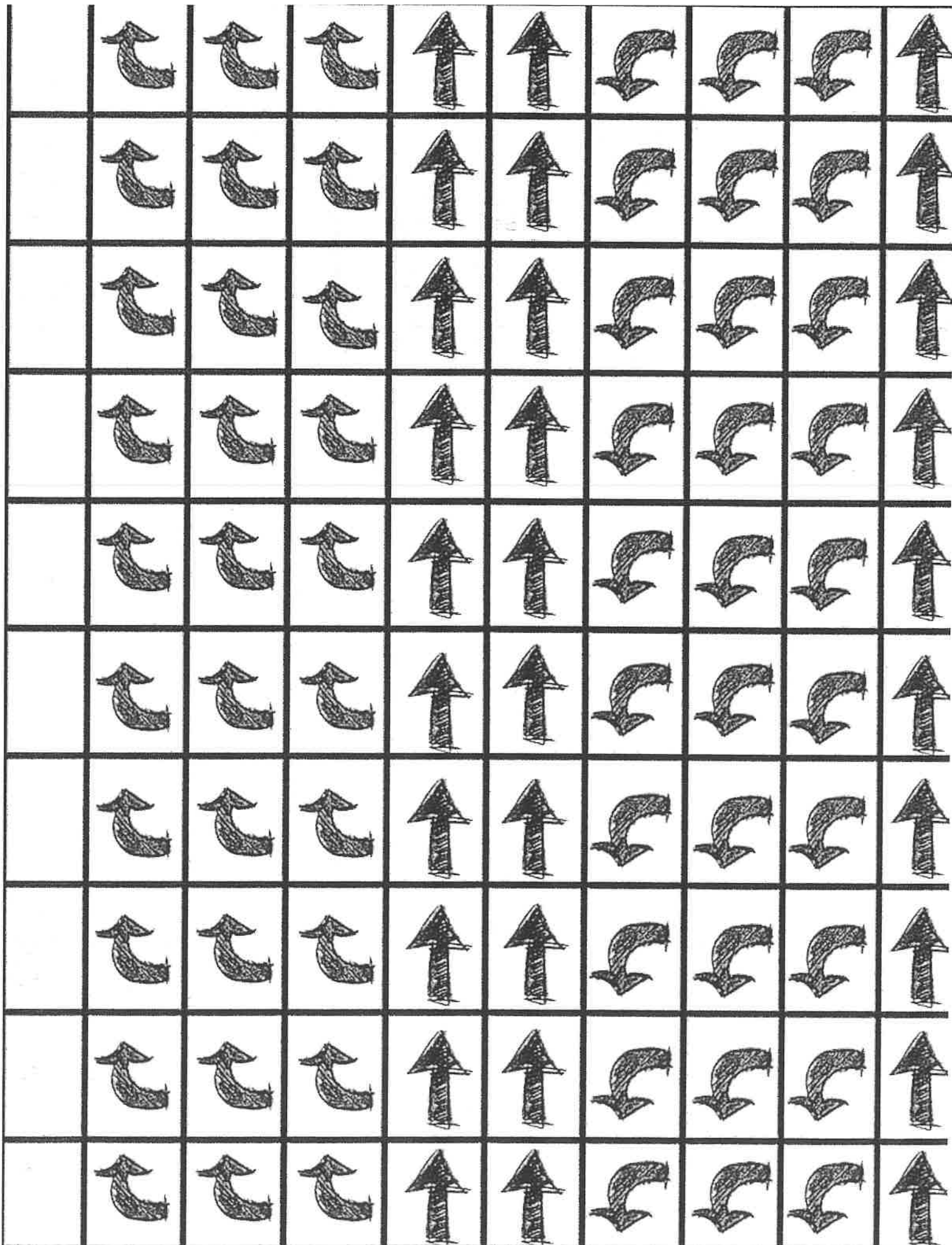
Unplugged Activity: Cut and paste the arrows to complete the maze. Avoid objects along the way and don't forget to use a turn when changing directions.

End

Researchparent



Start



Core Lesson 3

VOCABULARY

slave state
free state
Union
popular sovereignty
fugitive

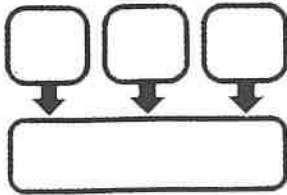
Vocabulary Strategy

fugitive

Fugitive and **refuge** come from a word meaning to flee. A fugitive flees to find refuge, or safety.

READING SKILL

Cause and Effect Note the causes that made the conflict over slavery grow worse.



Compromise and Conflict

1760 1780 1800 1820 1840 1860 1880



Build on What You Know To solve a disagreement, you give a little to get something back. That is a compromise. During the 1800s, Congress made several compromises over slavery to keep the country together.

Would Slavery Spread?

Main Idea Congress had to decide whether to allow slavery in new territories and states.

The United States grew in the 1800s. The Louisiana Purchase and the Mexican War had opened new lands to settlers. Congress set up governments for these lands, and some of the regions became territories. When a territory's population was large enough, it could become a state.

Congress had to decide whether to allow slavery in each territory. Territories that allowed slavery became slave states. A **slave state** permitted slavery. Territories where slavery was illegal became free states. A **free state** did not permit slavery. For a time, Congress tried to keep an equal number of free and slave states.

1



Henry Clay Known as the Great Compromiser, Kentucky senator Henry Clay tried to keep arguments over slavery from dividing the nation.

Compromises in Congress

Through the first half of the 1800s, Congress argued over which territories would have slavery. Northerners wanted free states to have a majority of representatives in Congress, so they could pass laws against slavery. Southerners wanted more slave states.

Missouri wanted to join the Union as a slave state. The **Union** is another name for the United States. To satisfy both sides, Congress created the Missouri Compromise in 1820. It accepted Missouri as a slave state and Maine as a free state. Congress then created an invisible line across the rest of the territories. Only territories south of that line would allow slavery.

- 2 Missouri wanted to join the Union as a slave state. The **Union** is another name for the United States. To satisfy both sides, Congress created the Missouri Compromise in 1820. It accepted Missouri as a slave state and Maine as a free state. Congress then created an invisible line across the rest of the territories. Only territories south of that line would allow slavery.
- 3 Congress continued to debate the spread of slavery into new territories. In the Compromise of 1850, Congress allowed settlers in some territories to make the decision for themselves. The right of people to make political decisions for themselves is called

Popular Sovereignty

In 1854, Congress passed the Kansas-Nebraska Act. This law gave popular sovereignty to the Kansas and Nebraska territories. Abolitionists opposed the act because it allowed slavery north of the line created in the Missouri Compromise. Settlers supporting and opposing slavery rushed into Kansas. Both sides wanted to win the vote on whether to allow slavery. Soon the two sides fought for control of the territory. In 1861, Kansas joined the Union as a free state.

REVIEW What compromises did Congress make as the nation grew? the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act

Growth and Compromise Compromises in Congress affected where slavery was allowed.

Reading Maps Which state joined the Union as a free state in 1850? California

MISSOURI COMPROMISE, 1820



LEGEND

- Free state or territory
- Slave state or territory
- Decision on slavery left to territory

COMPROMISE OF 1850



KANSAS-NEBRASKA ACT, 1854





Harriet Beecher Stowe
Her book, *Uncle Tom's Cabin*, described the suffering of slaves. Many people in the North began to feel new sympathy for enslaved people after reading the book.

The Growing Crisis

Main Idea Events in the 1850s made the split between the North and South worse.

As part of the Compromise of 1850, Congress passed the Fugitive Slave Law, which upset northerners. A **fugitive** is a person who is running away. The law said that slaves who had escaped to the North had to be returned to slavery. The Fugitive Slave Law also ordered citizens to help catch fugitives. Many northerners refused to obey the law.

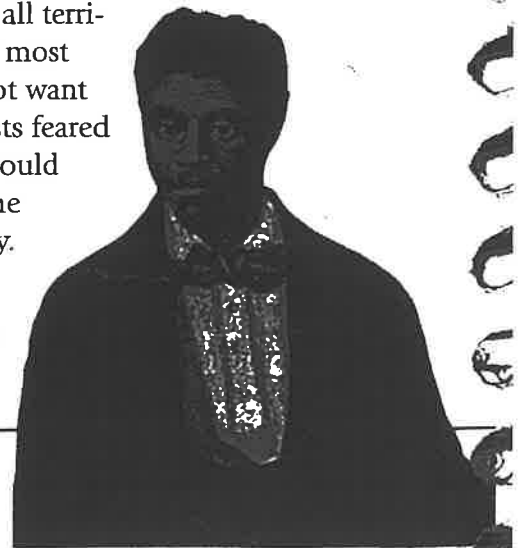
4 **Harriet Beecher Stowe**, a writer from New England, was against the Fugitive Slave Law. She decided to write a story describing the cruelty of slavery. Her book, *Uncle Tom's Cabin*, sold 300,000 copies in one year. Stowe pointed out in the book that slavery was not just the South's problem. It was the nation's problem. *Uncle Tom's Cabin* convinced many northerners that slavery was wrong. Some southerners insisted that Stowe's picture of slavery was false. The arguments over the book pushed the North and South further apart.

Dred Scott

A legal case about slavery came to the Supreme Court in 1857. **Dred Scott**, an enslaved man from Missouri, asked the court for his freedom. Scott argued that he should be free because he had once lived in Illinois, a free state, and Wisconsin, a free territory. The Supreme Court disagreed. It said that enslaved people were property, and that living in a free state did not make them citizens. The Supreme Court also said that the government could not keep slavery out of any territory, because that would prevent slaveowners from moving their property to new territories.

The Dred Scott decision was a victory for slaveowners. It meant that slavery had to be legal in all territories, even if most settlers did not want it. Abolitionists feared that slavery would spread over the whole country.

Dred Scott





Attack at Harpers Ferry

John Brown's Raid

5 An abolitionist named John Brown decided to fight slavery on his own. In 1859, he tried to start a rebellion against slavery by attacking a U.S. Army post at Harpers Ferry, Virginia. Soldiers quickly surrounded his group and captured Brown. The government accused Brown of treason. At his trial, he insisted that he had done "no wrong but right." Brown was found guilty and hanged. Many northerners saw Brown as a hero. Southerners saw him as a violent man out to destroy their way of life.

By 1860, the North and South were deeply divided. As antislavery feeling grew stronger in the North, some southerners argued that they should leave the Union to protect their way of life.

REVIEW Why did John Brown attack Harpers Ferry? He wanted to start a rebellion against slavery.

Lesson Summary

Americans disagreed about whether slavery should be allowed to spread.

Congress tried to settle the slavery issue with a series of compromises.

The Fugitive Slave Law and John Brown's raid drove the North and South further apart.

Why It Matters ...

Over time, it became much harder for Americans to compromise over slavery. This conflict started to split the nation.

Lesson Review

1852
Uncle Tom's Cabin written

1857
Dred Scott decision

1859
John Brown's raid

- 1 **VOCABULARY** Write a short paragraph, using the words **abolitionist**, **slave state**, and **fugitive** to describe the United States in the 1850s.
 - 2 **READING SKILL** What effect did the Kansas-Nebraska Act of 1854 have on the conflict over slavery?
 - 3 **MAIN IDEA: Government** Why did the Fugitive Slave Law upset some people in the North?
 - 4 **MAIN IDEA: Government** What did the Dred Scott decision say?
 - 5 **TIMELINE SKILL** What important event took place in 1859?
 - 6 **PEOPLE TO KNOW** What effect did Harriet Beecher Stowe's book have on the debate over slavery?
 - 7 **CRITICAL THINKING: Infer** Why did the compromises made in Congress fail to end the conflict over slavery?
- WRITING ACTIVITY** John Brown's raid on Harpers Ferry was an important event in the debate over slavery. Write a news report telling people what happened and why it happened.

Lesson 3 Test

Read each item and choose the best answer. Circle the letter next to your choice.

1. The Northern states wanted to
 - A. make slavery illegal.
 - B. send enslaved people back to Africa.
 - C. force the slave states to leave the Union.
 - D. leave the union to defend slavery.
2. The Fugitive Slave Law ordered people to
 - F. return runaways to the North.
 - G. help slaves run away.
 - H. return runaways to slavery.
 - J. read *Uncle Tom's Cabin*.
3. *Uncle Tom's Cabin* was a book about
 - A. the conflict between the North and the South.
 - B. the dangers of living in the territories.
 - C. the slave rebellion led by John Brown.
 - D. the cruelty of slavery.
4. In the Dred Scott decision the Supreme Court said
 - F. enslaved people had the same rights as other Americans.
 - G. enslaved people became citizens if they moved to a free state.
 - H. enslaved people were property and had no rights.
 - J. slavery was illegal in all territories.
5. John Brown attacked the Army post to
 - A. arm himself against slaves.
 - B. arm himself from Abolitionists.
 - C. protect his family from slave owners.
 - D. start a slave rebellion.