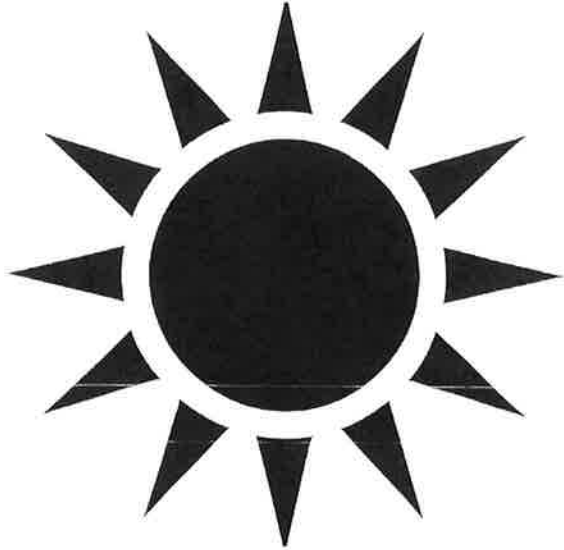


NTI DAY 24



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 24 Checklist--5th Grade

Writing

- Continue working on "Green Invaders" 5 paragraph piece

Reading

- Read Journeys Lesson 23: Poetry-"Rhyme on the Range"
 - You may use the following info to read/listen to the story online:
<https://www-k6.thinkcentral.com/>
Username: Dmurdock
Password: Tully2018!
**Choose Southside Elementary as your school on the log-in page
- Watch Schoolhouse Rock-Verbs video on YouTube
<https://www.youtube.com/watch?v=US8mGU1MzYw>
- Complete "Grammar: Irregular and Helping Verbs Lesson 23" worksheet
- Read a book of your choice for 20 minutes

Math

- Complete Envisions "Convert Metric Units of Capacity" (pg. 667)

Social Studies

- Chapter 13 Lesson 1- A Nation at War (pg. 452-457)
 - Read and do the Lesson Assessment
- https://www.youtube.com/watch?v=hGu2NyCAkE&list=PL_v8veKSBAWaWLeZsuhPHIPAwVREVadqn&index=2&t=0s

Specials

- Complete the Specials activity for today: Social/Emotional Learning-Social Skills

Lesson 23

POETRY



Poetry uses the sound and rhythm of words to suggest images and express feelings in a variety of forms.

Imagery Poets create vivid descriptions in their poems by using words and phrases that appeal to the senses.

COMMON CORE
RL.5.10 read and comprehend literature

Reading Day 29

RHYME ON THE RANGE

Cowboy poetry flourished in the 1800s when ranches and farms dominated the American West. These poems, which were sometimes sung, cover subjects like the sprawling landscape, hostile weather, and the loneliness of cowboy life.

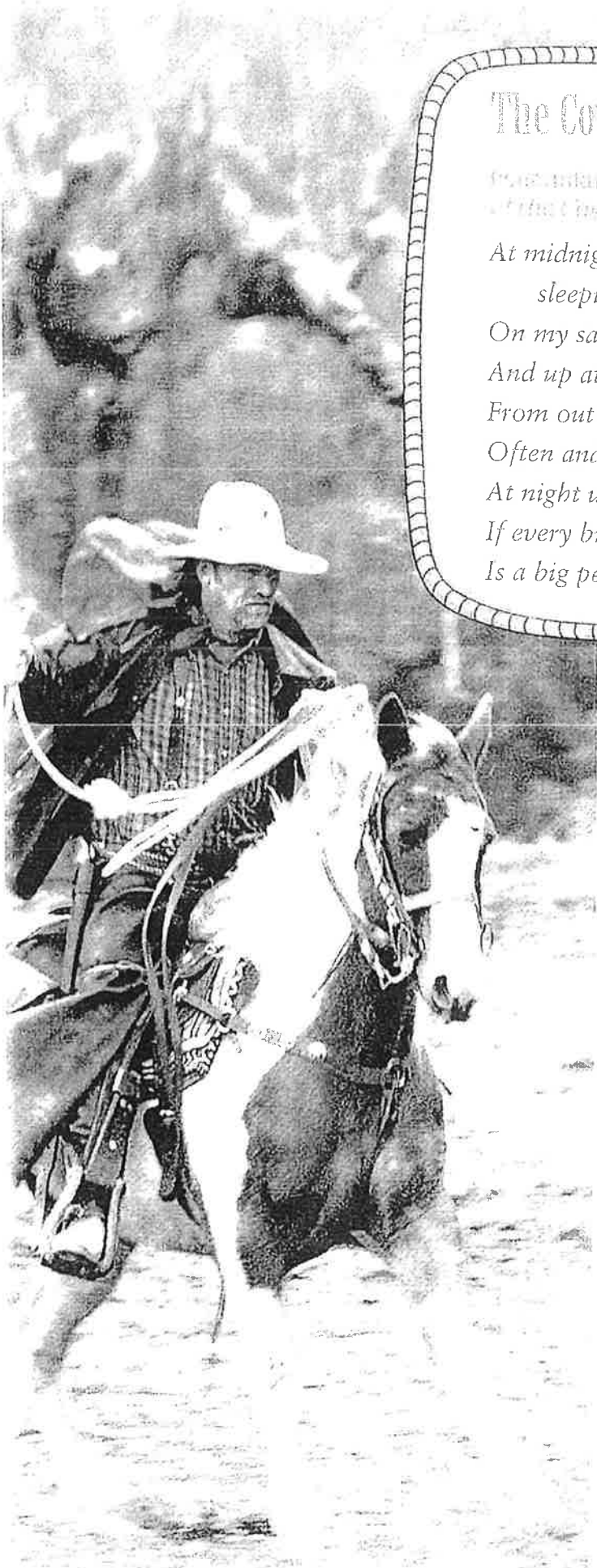
The Cowboy's Life

Poet unknown, from *Songs of the Cowboys*

*The bawl of a steer
To a cowboy's ear
Is music of sweetest strain;
And the yelping notes
Of the gray coyotes
To him are a glad refrain.*

*For a kingly crown
In the noisy town
His saddle he wouldn't change;
No life so free
As the life we see
Way out on the Yaso range.*

*The winds may blow
And the thunder growl
Or the breeze may safely moan;
A cowboy's life
Is a royal life,
His saddle his kingly throne.*



The Cowboy's Meditation

*From unknown, first songs
of the cowboys*

*At midnight, when the cattle are
sleeping,
On my saddle I pillow my head,
And up at the heavens lie peeping
From out of my cold grassy bed;—
Often and often I wondered,
At night when lying alone,
If every bright star up yonder
Is a big peopled world like our own.*



Cowboy poet N. Howard Thorp, better known as "Jack Thorp," lived from 1867 to 1940. He was well acquainted with the cowboys and other residents of the land extending throughout the Southwest. For over twenty years he collected their poems and songs. In 1908 he published them in a book called *Songs of the Cowboys*. Whenever possible, he acknowledged the poet or composer, but they were often unknown.



Home on the Range

by Brewster Higley

*Oh, give me a home where the Buffalo roam
Where the Deer and the Antelope play;
Where never is heard a discouraging word,
And the sky is not clouded all day.*

*Home, home on the Range
Where the Deer and the Antelope play,
Where never is heard a discouraging word,
And the sky is not clouded all day.*

*I love the wild flowers in this bright land of ours,
I love the wild curlew's shrill scream;
The bluffs and white rocks, and antelope flocks
That graze on the mountains so green.*

Write a Cowboy Poem

The cowboy lifestyle eventually went into a decline, but cowboy poetry has still prospered. Today, Cowboy Poetry Week is celebrated every April during National Poetry Month.

Review the poets' uses of imagery. Then write your own cowboy poem or song. Try to use imagery in similar ways.

Grammar: Irregular and Helping Verbs
Lesson 23

Read each sentence. Choose the correct irregular or helping verb for each sentence. Read carefully!

can sit lie rise lay teach set may learn raise

1. Please _____ down your glass before carrying more plates.
2. When we know the answer, we must _____ our hand.
3. _____ I return my library book?" asked Lucy.
4. When mom has a headache, it helps her to _____ down.
5. We must _____ and buckle our restraints if we want to ride to start.
6. In Vaqueros, the students will _____ about the history of vaqueros.
7. I _____ recite the poem *Home on the Range* without looking.

Write 3 sentences using the 3 unused words.

1. _____

2. _____

3. _____

Name _____



Homework & Practice 11-5

Convert Metric Units of Capacity

Another Look!

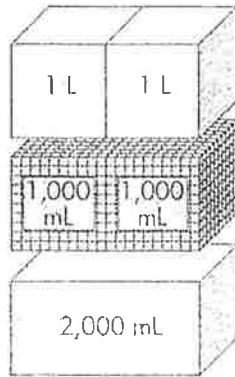
Remember:
To change from liters to milliliters, multiply by 10^3 . To change from milliliters to liters, divide by 10^3 .



How to change from one metric unit of capacity to another:

Converting a capacity from a smaller to a larger metric unit:

2,000 milliliters = _____ liters

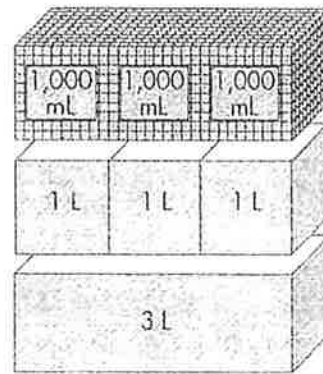


You know 10^3 mL = 1L, so divide.

Find $2,000 \div 1,000$; $2,000 \text{ mL} = 2 \text{ L}$

Converting a capacity from a larger to a smaller metric unit:

3 liters = _____ milliliters



You know $1 \text{ L} = 10^3 \text{ mL}$, so multiply.

Find $3 \times 1,000$; $3 \text{ L} = 3,000 \text{ mL}$

In 1–9, convert each unit of capacity.

1. 5 L = _____ mL

2. 13,000 mL = _____ L

3. 1.6 L = _____ mL

4. 4,750 mL = _____ L

5. 950 mL = _____ L

6. 0.4 L = _____ mL

7. 2.7 L = _____ mL

8. 8,400 mL = _____ L

9. 0.071 L = _____ mL

In 10 and 11, complete each table to show equivalent measures.

10.

liters	50	0.2
milliliters		

11.

milliliters	300	2,800	25,000
liters			

Core Lesson 1

VOCABULARY

- border states
- casualties
- draft
- emancipation

Vocabulary Strategy

draft

Draft is a homograph, a word with more than one meaning. In this lesson, it means a system for bringing people into the military.

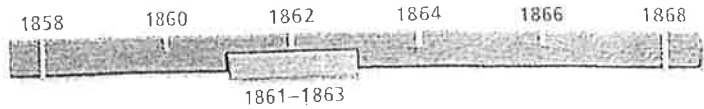


READING SKILL

Classify List the advantages and disadvantages that the North and the South had at the start of the war.

NORTH	SOUTH

A Nation at War



Build on What You Know Have you ever started a task that was harder than it seemed at first? At the start of the Civil War, both sides thought they could win quickly. Soon, they knew that winning would be far from easy.

North Against South

Main Idea The Union and Confederacy had different strengths.

When the Civil War began, 11 southern states seceded and formed the Confederacy. Four other slave states, Missouri, Kentucky, Maryland, and Delaware, stayed in the Union. Slave states that stayed in the Union were known as **border states**.

The North had many advantages in the war. About 22 million people lived in the North. The South only had around nine million people, and about one-third of them were enslaved and could not become soldiers. The North had more factories for making weapons and supplies. It also had more railroad lines than the South. Soldiers and supplies could move quickly by railroad.

The Confederate states had some advantages, too. Most of the fighting took place in the South, and Confederate soldiers were defending land they knew. The South also had excellent military leaders, such as General Robert E. Lee.

General Lee He was a skilled and respected Confederate general who had fought in the Mexican War.



Skill and Strategy

Reading Skill and Strategy

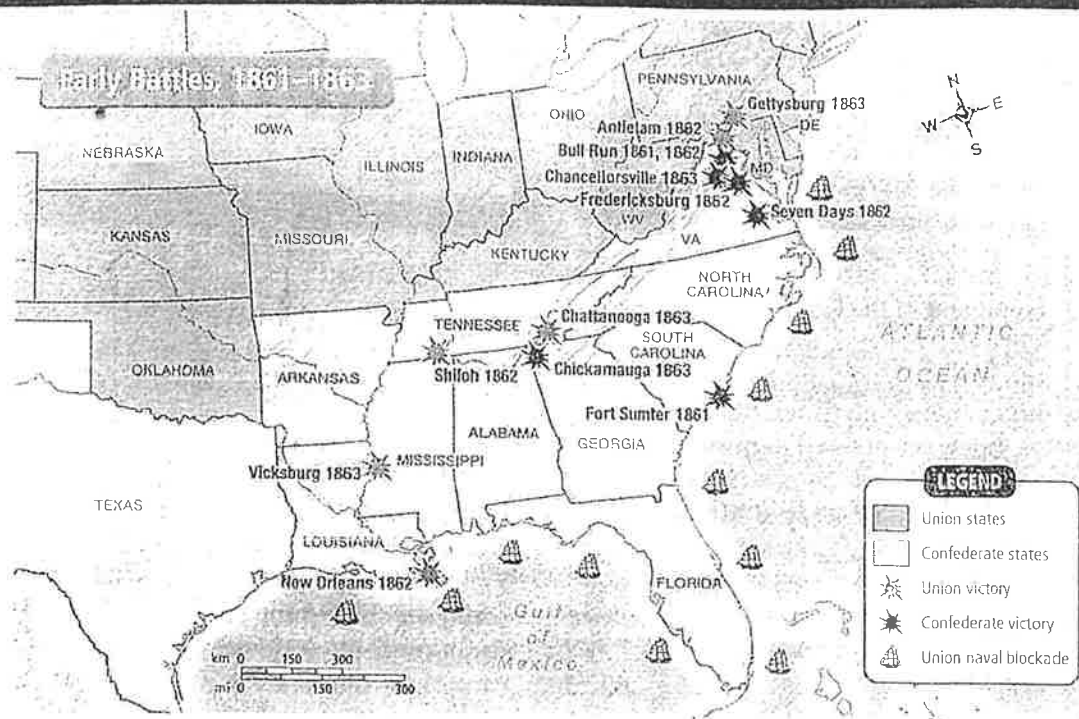
Reading Skill: Classify

Think about what you understand and what you have learned by

Background

Bravery and Eloquence

- Confederate General Thomas
- held his ground and led



Early Battles The Union plan to block Confederate ports and attack by land was called the Anaconda Plan, after a snake that squeezes its prey.

SKILL: Reading Maps In which state were most of the Confederate victories? Virginia

Plans for War

2 Union leaders created a strategy, or plan, to defeat the South. The navy would block southern seaports so that the Confederacy could not trade with other countries. The navy would also take control of the Mississippi River. Then the Union army would attack in the East and West at the same time.

The South's strategy was to fight off northern attacks until the Confederacy could survive as a separate nation. Southerners knew that many people in the North were already against the war. If the Union lost too many battles, northerners might give up. Southerners also hoped for help from Britain and France because those countries needed southern cotton.

The War in the East

At the start of the war, both sides expected a quick, easy victory. Thousands of men from the North and South joined the Union and Confederate armies.

In July 1861, a Union army marched south from Washington. Its goal was to capture the Confederate capital of Richmond, Virginia, about 100 miles away. On July 21, the two armies fought at a stream called Bull Run, near the town of Manassas. Both sides fought hard all day. At the end of the battle, called the First Battle of Bull Run, the Union army retreated in a panic. The battle was worse than expected. People began to realize that the war would not end soon.

REVIEW What was the Confederacy's plan to fight off northern attacks until the Union gave up and to get help from Britain and France?



The War's Leaders

Main Idea Military and political leaders played important roles during the war.

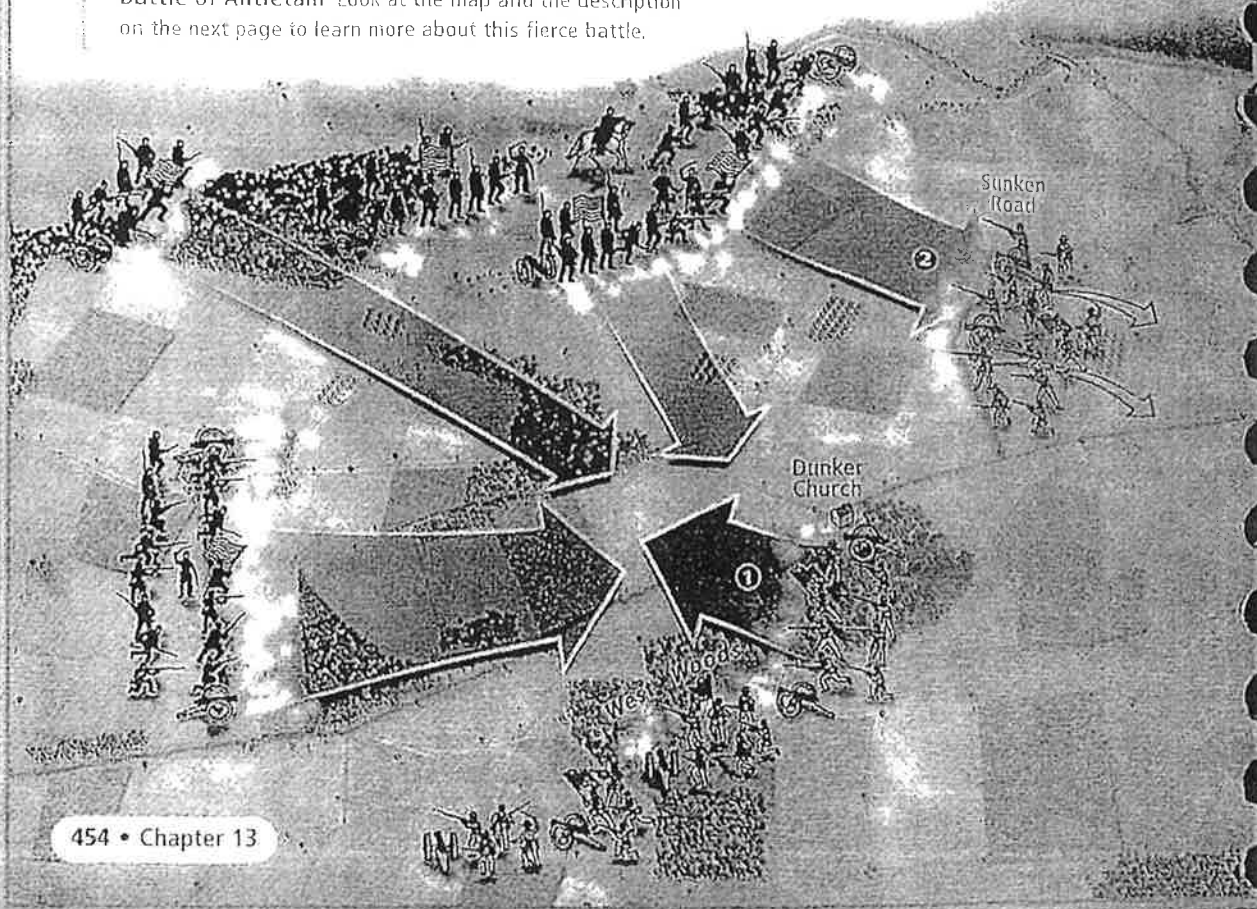
In 1862, General Robert E. Lee took command of the Confederate army in Virginia. That year, the Union tried twice more to attack Richmond. Lee defeated his enemies both times. After these victories, Lee decided to invade the North. He led his soldiers into Maryland. The Union army stopped him at the Battle of Antietam (an TEE tam). It was the deadliest day of the war. The two armies suffered at least 23,000 casualties. Soldiers who are killed or wounded are called casualties. Lee's losses were so high that he returned to Virginia.

Battle of Antietam Look at the map and the description on the next page to learn more about this fierce battle.

The War in the West

In the West, the Union army and navy had more success. General Ulysses S. Grant led a Union army south from Illinois into Tennessee. He captured several Confederate forts along the way. In the Battle of Shiloh, he defeated a large Confederate army.

At the same time, the Union navy sailed up the Mississippi River and attacked New Orleans. By early 1863, the only major Confederate town left on the river was Vicksburg, Mississippi. From Vicksburg's cliffs, Confederate soldiers could shoot at Union ships on the river. Grant needed to capture Vicksburg to control the river.



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Math

Calculate Fractions

The North had a numerical advan-



Art

Create a Diorama

Have students work in pairs or groups to research and cre-

The Governments Respond

Jefferson Davis, the president of the Confederacy, faced many problems. The Union blockade closed most Confederate ports. The South had trouble getting enough food, weapons, or money to fight. Not enough people wanted to join the army. To find more soldiers, Davis had to start a draft. During a draft, a government selects people to serve in the military. The Confederate states often ignored Jefferson Davis's orders.

President Abraham Lincoln also faced challenges. As the number of casualties rose, he had to work hard to win support for the war.

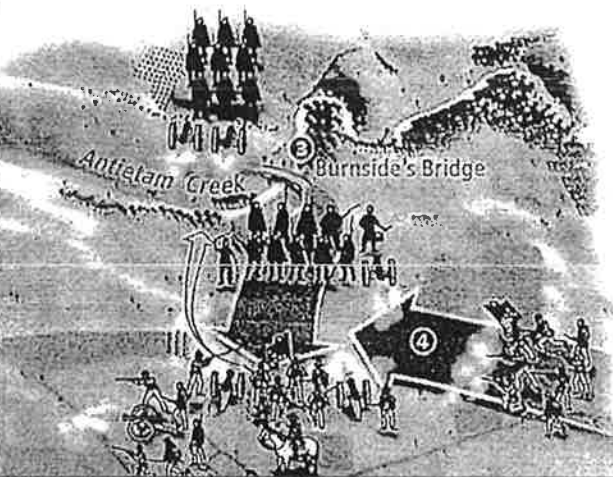
Like the Confederacy, the Union had to start a draft. Rich people could pay to get out of the draft. This upset people who could not afford the money and those who were against the war. In New York City, people opposed to the draft started a riot that lasted for days. A riot is a violent protest. The government had to send in thousands of soldiers to stop the riots.

REVIEW Why did people in the North oppose the draft? because rich people could pay to avoid it while poor people could not, or because they were opposed to the war

Battle of Antietam

September 17, 1862

- 1 6 A.M. – 9 A.M. Confederate soldiers fight off three powerful Union attacks near the Dunker Church.
- 2 9 A.M. – 1 P.M. Union attacks on the Sunken Road force Confederate soldiers to retreat toward Sharpsburg. Both sides suffer many casualties.
- 3 1 P.M. – 3 P.M. After hours of fighting, Union soldiers cross Antietam Creek and attack Sharpsburg. The bridge is later renamed for their commander, General Burnside.
- 4 3:30 P.M. Confederate soldiers take the Union soldiers by surprise, forcing them to retreat back across the river and saving Lee's army from defeat.



LEGEND

	Union attack		Union soldier
	Confederate attack		Confederate soldier
	Union retreat		Union General McClellan
	Confederate retreat		Confederate General Lee

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Extra Support

Create a Presidential Plan

- Both Jefferson Davis and Abraham Lincoln faced many



Challenge

Write a Response

- Have students write a short story, poem, or scene in which

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Turning Points

Main Idea Events in 1863 helped the Union become stronger in the Civil War.

At the start of the war, President Lincoln's only goal was to keep the Union together. He did not plan to free enslaved people. By 1862, however, he changed his mind. Many people in the North wanted him to end slavery, and freeing enslaved people could weaken the Confederacy. He also hoped that freed slaves would work to help the Union.

Lincoln put the Emancipation Proclamation into effect on January 1, 1863. **Emancipation** is the freeing of enslaved people. This proclamation declared that slaves in the Confederacy were free. It did not end slavery in the border states. Confederates ignored the new law. The North would have to defeat the South to free the slaves. The Civil War had started as a war to save the Union. The Emancipation Proclamation made it a war to end slavery in the South.

6



Vicksburg and Gettysburg

In 1863, the Union won two important battles. In the West, General Grant's army surrounded Vicksburg and fired cannons into the town for six weeks. On July 4, Vicksburg surrendered. The Union now controlled the Mississippi River. This cut off Texas and Arkansas from the rest of the South.

The Union also won a major battle in the East. After stopping two more attacks on Richmond, General Lee decided to invade the Union again. He marched north into Pennsylvania. The Union army met Lee's soldiers on July 1, near the town of Gettysburg.

For two days the armies battled back and forth. On the third day, Lee ordered a final attack. Nearly 14,000 Confederate soldiers charged across open fields towards the Union army.

The Union soldiers were ready. They stopped the attack with rifle and cannon fire. The heavy fire killed or wounded about half of the Confederate soldiers. Lee's weakened army had to retreat.

July 1863 was the turning point of the war. The Union victories at Vicksburg and Gettysburg gave the Union a better chance of winning.

7

Emancipation Proclamation

President Lincoln decided to issue the proclamation to free the slaves. This is a copy that was made so that people could put it up in their homes and schools.



Drama

Give a Dramatic Reading

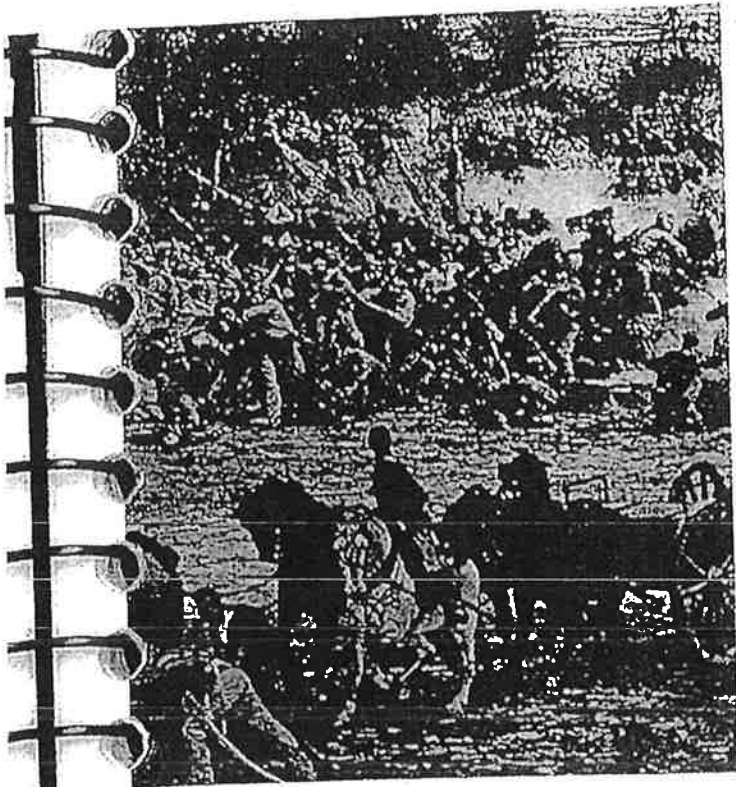
- Ask students to give a dramatic reading of part or all of the



Language Arts

Write a Report

- Both General Ulysses S. Grant and General Robert E. Lee



Gettysburg This painting shows the Confederate attack on the third day of the battle. The attack is known as Pickett's Charge, after one of the generals who led it.

Later that year, President Lincoln gave a short speech at Gettysburg, known as the Gettysburg Address. He declared that the Union was fighting to make sure that American democracy would survive. The speech is famous as a powerful statement about the purpose of the Civil War.

REVIEW Why was the victory at Vicksburg important to the Union? It gave the Union control of the Mississippi River.

Lesson Summary

At first, the Confederacy won most battles in the East, while the Union won battles in the West. However, victories at Vicksburg and Gettysburg gave the Union the advantage in the war.

Why It Matters ...

With the Emancipation Proclamation, the Civil War became a fight to end slavery in the Confederate States.

Lesson Review

1861
First Battle of Bull Run

1863
Emancipation Proclamation

1861 1862 1863 1864

- 1 **VOCABULARY** Use the words *casualties* and *draft* in a paragraph about the soldiers who fought the Civil War.
- 2 **READING SKILL** Would you classify having control of Vicksburg as an advantage or disadvantage for the Union? Why?
- 3 **MAIN IDEA: History** What was the Union strategy in the Civil War?
- 4 **MAIN IDEA: Government** Why did both the Union and the Confederacy need to use the draft?
- 5 **PEOPLE TO KNOW** Who was Robert E. Lee, and why was he important to the Confederacy?
- 6 **TIMELINE SKILL** When did the First Battle of Bull Run take place?
- 7 **CRITICAL THINKING: Infer** Why do you think having a larger population was an advantage for the Union?
- 8 **WRITING ACTIVITY** News of the Civil War was very important to Americans. Prepare a news report about an event from the Civil War from the Union or Confederate point of view.

Study Guide/Homework

Vocabulary and Study Guide

Vocabulary

Web resource: www.ck12.org

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Reteach MiniLesson

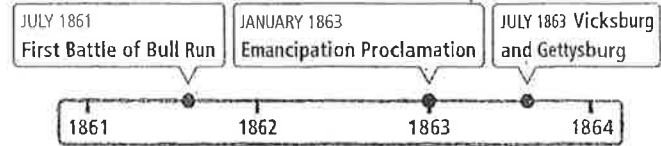
Use a sequence chart to list the events that occurred during the first years of the Civil War.

Lesson 1 Test

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

- Which was one of the South's greatest strengths?
 - They had extensive rail lines to move troops and supplies in the South.
 - They had more people than the North.
 - They had many factories where weapons and supplies were produced.
 - They had the military leadership of Robert E. Lee.

- The battles of the Civil War were mostly fought .
 - in the border states.
 - in the South.
 - in the North.
 - in the west.
- At the Battle of Antietam,
 - Robert E. Lee stopped the Union army from taking Richmond.
 - the Union army retreated from the Confederate army.
 - at least 23,000 soldiers were killed or wounded in one day.
 - there were fewer than 2,000 casualties.



Use the timeline to answer questions 4 and 5.

- Which event occurred in July 1861?
 - Battle of Bull Run
 - Battle of Gettysburg
 - Emancipation Proclamation
 - Battle of Antietam
- Lincoln made the Emancipation Proclamation freeing the slaves
 - before the Civil War started.
 - after the Civil War ended.
 - after the Battle of Gettysburg.
 - before the Battle of Vicksburg.

Social/Emotional Learning - Social Skills
5th Grade

Name: _____

Directions: Social skills help us play and work together peacefully. Empathy is a social skill that requires us to think of others and how they may view situations differently. Use the information below to complete the worksheet.

Empathy - Understanding another person's feelings and responding in a caring way.

Steps to Using Empathy

1. Identify how someone is feeling through observation and communication.
2. Try and understand their point of view even if it is different from yours.
3. Respond in an understanding way.

In a few sentences, describe why you think using empathy with others is important.

Using the word EMPATHY and what you know about empathy, create an acrostic poem using the word.

E - _____

M - _____

P - _____

A - _____

T - _____

H - _____

Y - _____

Social Emotional Learning - NTI Day 24

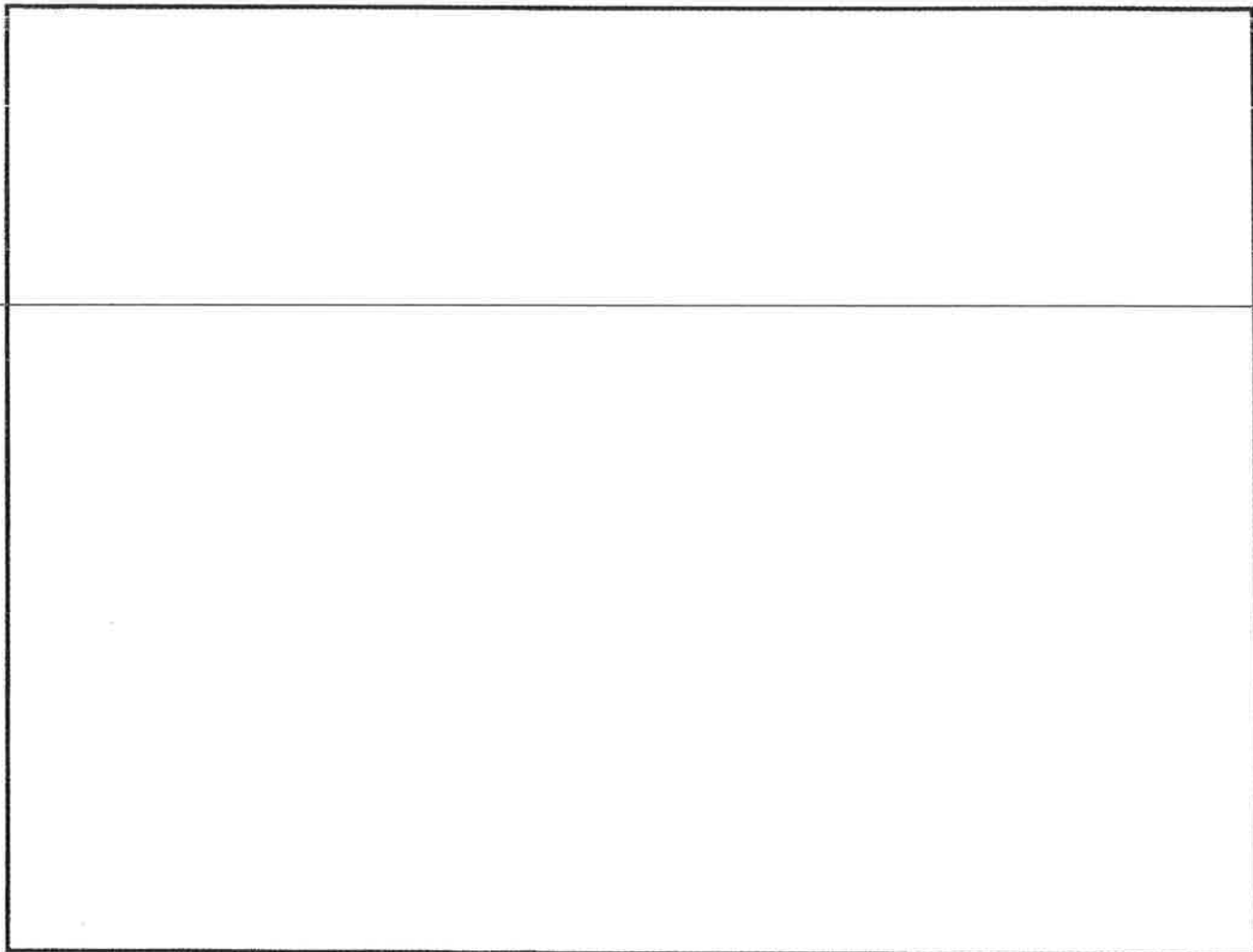
Social/Emotional Learning - Social Skills
4th Grade

Name: _____

Directions: Social skills help us play and work together peacefully. Good communication skills are important social skills that help us understand others and express our own emotions and thoughts. Create a newspaper advertisement that highlights good communication skills. Please use text and illustrations in your advertisement.

Hint: Good communication skills include listening, waiting your turn to speak, paying attention to others, encouraging others to share their feelings, and compromising or problem solving calmly when there is a disagreement.

Create your newspaper advertisement below. Remember to use text and illustrations.

A large empty rectangular box with a black border, intended for students to create their newspaper advertisement. The box is positioned below the instructions and hint, and above a horizontal line that spans the width of the page.

Social Emotional Learning - NTI Day 24

Social/Emotional Learning - Social Skills 3rd Grade

Name: _____

Directions: Social skills help us play and work together peacefully. Identifying emotions, being a good listener, cooperating (sharing, taking turns), using empathy (thinking of how others feel), communicating, and using manners are all examples of social skills. Create a comic strip using social skills as the main point. Write one or two sentences at the bottom of the page describing your comic strip.

--	--	--

--	--	--

Social Emotional Learning - NTI Day 24

Social/Emotional Learning - Social Skills
2nd Grade

Name: _____

Directions: Social skills help us play and work together peacefully. Listening is a social skill that we use all the time. Good listeners don't just use their ears to listen. Think of two other body parts we use to listen. Draw them in the box and complete the sentence for each box.

(*Example:* I can use my mouth to be a good listener. My mouth helps me to stay quiet when someone else is speaking.)



I can use my _____ to be a good listener. My _____ helps me to _____



I can use my _____ to be a good listener. My _____ helps me to _____

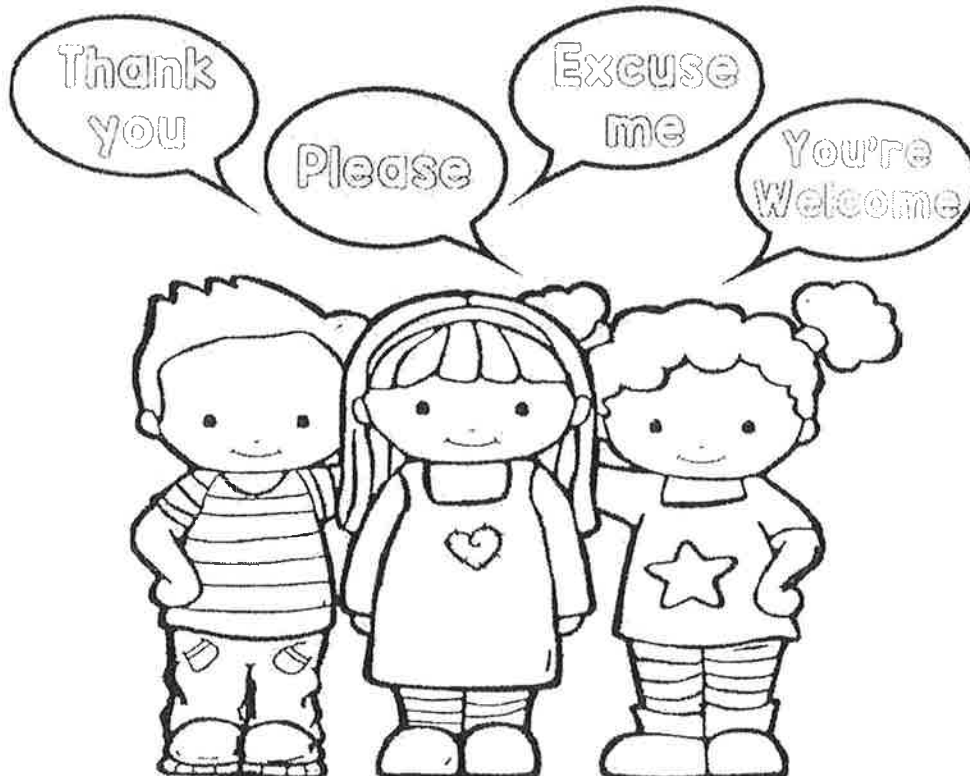
Social/Emotional Learning - Social Skills
1st Grade

Name: _____

Directions: Social skills help us play and work together peacefully. Manners are an important social skill. Make a plan to use good manners while at home. Make a list of manners you plan on using at home. Color the picture at the bottom of the page.

My Good Manners List for Home

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

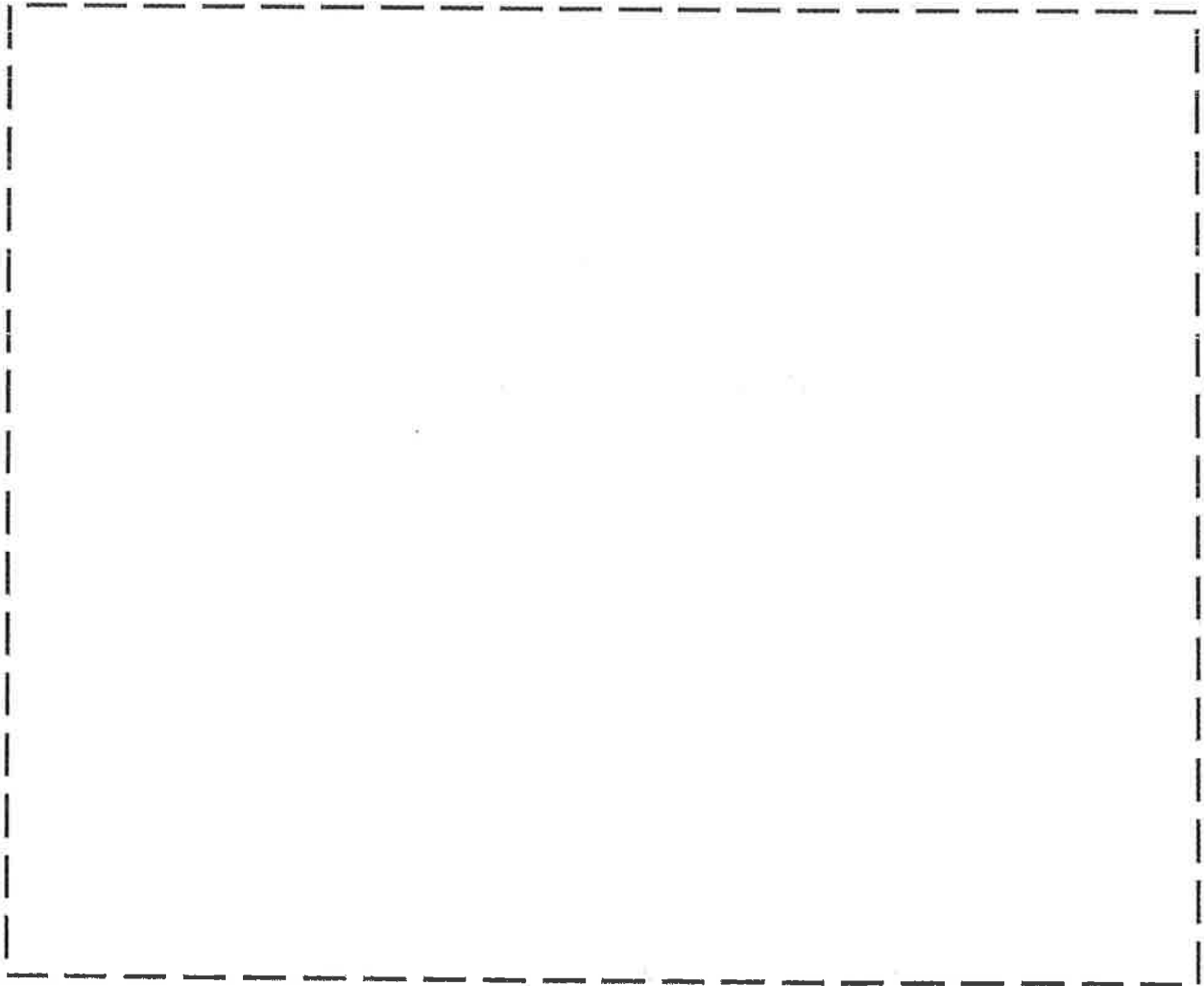


Social Emotional Learning - NTI Day 24

Social/Emotional Learning - Social Skills
Kindergarten

Name: _____

Directions: Social skills help us play and work together peacefully. Identifying emotions, being a good listener, cooperating (sharing, taking turns), using empathy (thinking of how others feel), communicating, and using manners are all examples of social skills. Today, pick one of the social skills listed and use it at home as much as possible. Draw a picture and complete the sentence for the social skill you are practicing.



I can use _____ to play and work peacefully.