

NTI DAY 32



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 32 Checklist--5th Grade

___Writing

- Continue working on "Tough Situations" 5 paragraph piece

___Reading

- Read Journeys Lesson 21: "Tucket's Travels"
 - 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
- Complete "Journeys Questions Lesson 21" worksheet
- Read a book of your choice for 20 minutes

___Math

- Complete "Additional Practice 11-2, Develop a Volume Formula"

___Social Studies

- Complete Lesson 1 "Linking East and West" (pg. 498-501)
 - Read and do 5 Question Assessment.
- If able, watch this video about the Transcontinental Railroad.
<https://www.youtube.com/watch?v=44Xusv2gdGY>

___Specials

- Complete the Specials activity for today : *ART*

Journeys Questions
Lesson 21

1. What does the phrase “they’ll be on us like dogs” mean?

2. What does the phrase “drove Francis over the edge” mean?

3. When does Billy fall sound asleep?

4. What does Lottie do after Francis tells Lottie to dig?

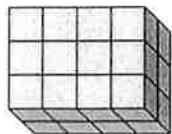
5. Why is Francis relieved after the heavy rainfall?

Additional Practice 11-2

Develop a Volume Formula

Another Look!

What is the volume of the rectangular prism?



Use the formula $V = b \times h$ and cubes to help.

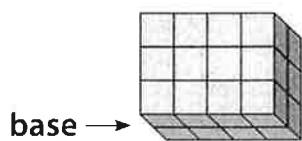


$$V = b \times h$$

b = the area of the base

h = height

What is the area of the base?

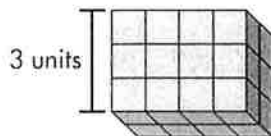


$$A = \ell \times w$$

$$A = 4 \times 2$$

$$A = 8 \text{ units}^2$$

What is the height, h ?



The prism is 3 units tall.

Use the values to complete the formula.

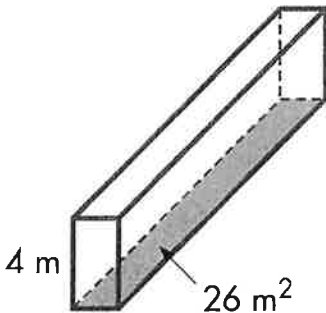
$$V = b \times h$$

$$V = 8 \times 3$$

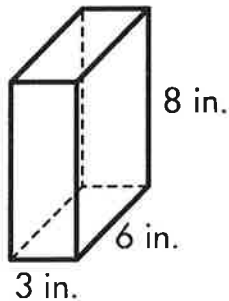
$$V = 24 \text{ units}^3$$

In 1–6, find the volume of each rectangular prism.

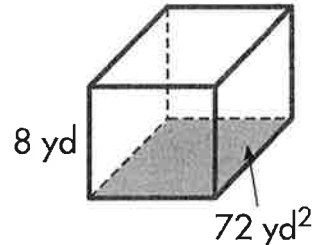
1.



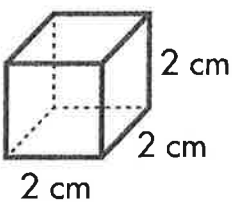
2.



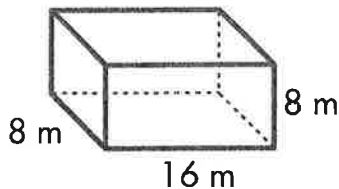
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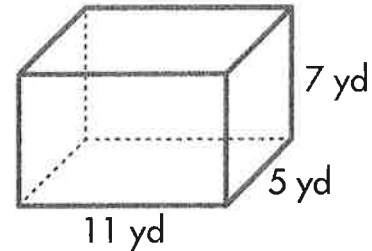
4.



5.



6.



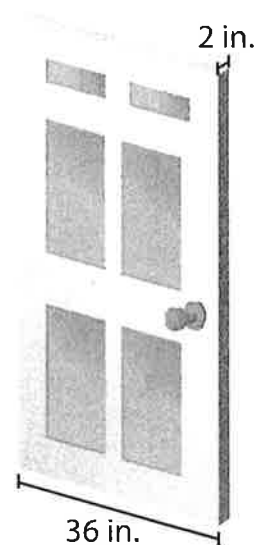
7. **Model with Math** Write an expression for the volume of the bar magnet.



8. The front door of a house is 80 inches tall. What is the volume of the door?

9. A bedroom door in the house has the same dimensions as the front door, but the area of the base is 60 inches rather than 72 inches. How much greater is the volume of the front door than the bedroom door?

10. The living room in the house has an area of 224 square feet and a width of 14 feet. What is the length of the room?



11. **Higher Order Thinking** A cube has a volume of 1,000 cubic feet. What is the length of an edge of the cube? Show how you found your answer.

12. A quadrilateral has all sides the same length and no right angles. What is the name of the quadrilateral?



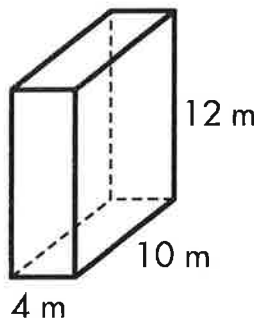
What quadrilaterals can this shape NOT be?

Assessment Practice

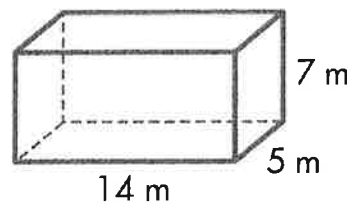
13. Choose all the statements that are true.

- Volume of Prism G = $40 + 12 \text{ m}^3$
- Volume of Prism G = $40 \times 12 \text{ m}^3$
- Volume of Prism H = $70 \times 7 \text{ m}^3$
- Volume of Prism H = $14 \times 12 \text{ m}^3$
- Volume of Prism H = $(14 \times 5) \times 7 \text{ m}^3$

Rectangular Prism G

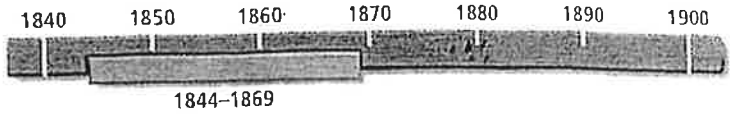


Rectangular Prism H



Core Lesson 1

Linking East and West



VOCABULARY

**transcontinental
prejudice**

Vocabulary Strategy

transcontinental

The prefix **trans-** comes from a word that means across. A **transcontinental** railroad goes across a continent.

READING SKILL

Predict Outcome Think about who will use the transcontinental railroad when it is finished. Write your predictions and look for the outcome.

PREDICTION

OUTCOME

Build on What You Know Have you ever had to wait for news from friends or family? In the early 1800s, people often waited weeks to receive messages from far away.

The Telegraph Helps Communication

Main Idea The telegraph made it much faster to send messages over long distances.

In the early 1800s, letters and news traveled by horse, stagecoach, or steamboat. It could take days or weeks to send a message from one city to another. Newspaper stories might be weeks old by the time they were printed.

In 1844, Samuel Morse amazed people by sending a message from Washington, D.C., to Baltimore, Maryland, in seconds. Morse used a telegraph to send his message. A telegraph is a machine that sends electric signals over wire telegraph lines. Morse invented a code of dots and dashes to send such messages.

Samuel Morse Morse is shown here holding an early version of his telegraph. The chart shows Morse Code, which uses electric signals to stand for letters of the alphabet.



Morse Code	
A · · —	N — · ·
B — · · ·	O · · ·
C · · · ·	P · · · · ·
D · · ·	Q · · · · ·
E ·	R · · ·
F · · ·	S · ·
G — · ·	T —
H · · · ·	U · · ·
I · ·	V · · · ·
J — · · · ·	W — · ·
K · · ·	X · · · ·
L —	Y · · · ·
M — · ·	Z · · · ·

· short signal — long signal

Skill and Strategy

Reading Skill and Strategy
Reading Skill: Predict Outcome

Background

Uniting East and West

- The first transcontinental rail-

At that time, the telegraph was the quickest way to send a message over long distances. Many companies built telegraph lines throughout the country. By October 1861, over 20,000 miles of telegraph wires carried messages from the East Coast to the West Coast.

Few inventions had changed people's lives as greatly as the telegraph. People could tell each other about important events soon after they took place.

2 Reporters used the telegraph to send stories to their newspapers. Other people used it to send messages to family and friends. Bankers used it to get business information. During the Civil War, generals sent battle plans by telegraph.

Transcontinental Travel, 1869

Method of Travel	Travel Time
Ship	Six months
Railroad and wagon	Five months
Transcontinental railroad	Eight days

A Transcontinental Railroad

Main Idea Transcontinental railroads made traveling and shipping easier and faster.

Remember that many pioneers were heading west by the 1840s. Some were searching for gold. Others were looking for new places to settle. To get to the West, many people sailed around South America. Others traveled as far as they could on railroads and then continued overland in wagons pulled by horses, mules, or oxen. When people go overland they travel on land. Either way, the trip was slow, unsafe, and expensive.

REVIEW How did people travel west in the 1840s? by ship around South America or by railroad and wagon

Transcontinental Railroad This railroad linked California to places east of the Mississippi River.

SKILL Reading Charts About how many weeks longer did it take to travel from coast to coast by ship than by the first transcontinental railroad? about 23 weeks

Major U.S. Railroads, 1869



LEGEND

- Transcontinental Railroad
- Other railroads



Leveled Practice

Extra Support



ELL

Intermediate

Two Railroad Companies

A group of entrepreneurs in California planned to earn money by building a transcontinental railroad. A **transcontinental** railroad is a railroad that crosses a continent. This railroad would make travel easier from California to the East. The group asked Congress to help by giving them money and land.

In 1862, Congress passed the Pacific Railway Act. This law said the government could loan money to the Union Pacific and the Central Pacific railroad companies. Congress told the Union Pacific to build a railroad from east to west, starting in Nebraska. The Central Pacific was to build a railroad from west to east, starting in California. Rails built by the two companies would meet to create a transcontinental railroad.

After the Civil War, the Union Pacific hired thousands of former soldiers and freed African Americans. Irish immigrants also moved west to work on the railroad.

The Central Pacific hired many Chinese workers. Thousands of Chinese had come to California to search for gold. The Chinese *faced* prejudice from other railroad workers. **Prejudice** is an unfair, negative opinion that can lead to unjust treatment. The Chinese were paid less than other workers. Sometimes they were given dangerous jobs such as using explosives to blast away rock.

On May 10, 1869, both tracks were joined at Promontory Point, Utah. Railroad officials tapped spikes of gold and silver into the last piece of track. Then two railroad locomotives, one traveling west, the other traveling east, slowly moved forward until they met.

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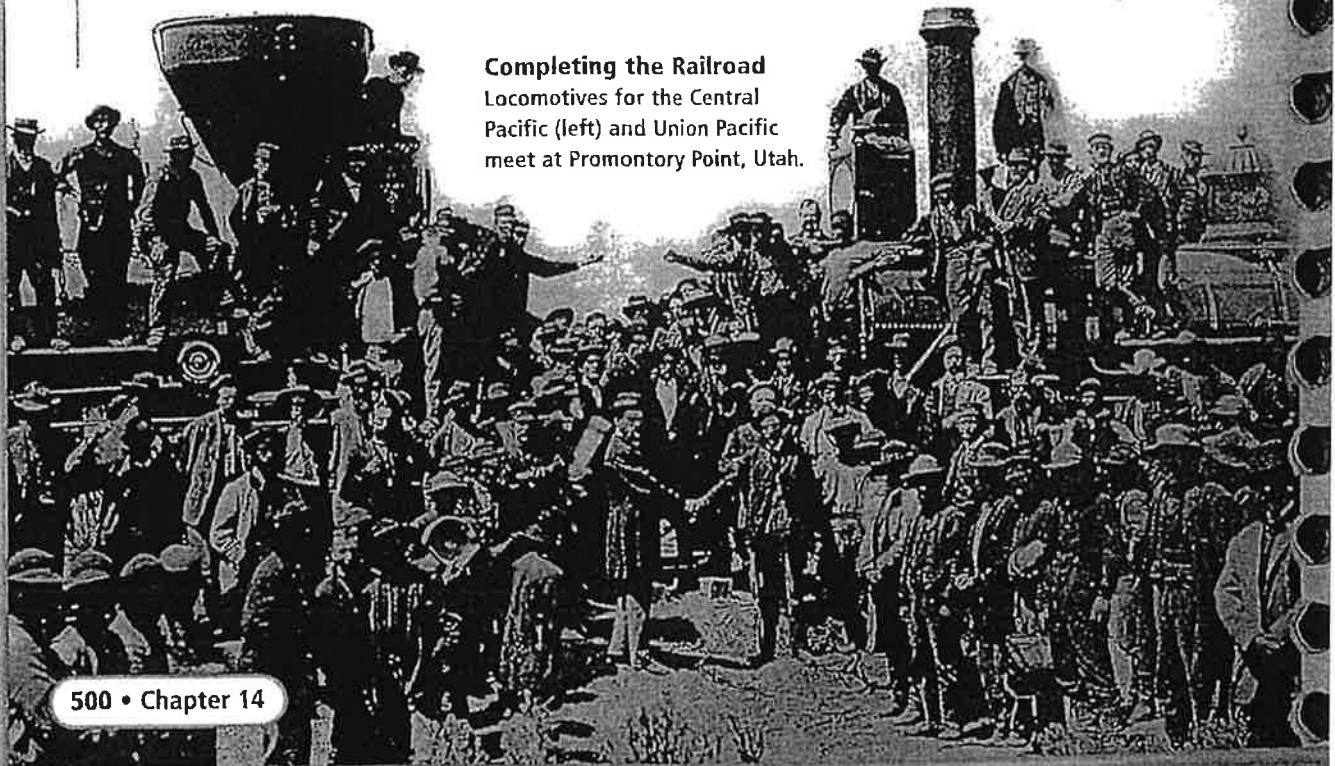
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Completing the Railroad
Locomotives for the Central Pacific (left) and Union Pacific meet at Promontory Point, Utah.

500 • Chapter 14



Math

Fractions



Language Arts

Write an Editorial

Write a letter to a newspaper

The Effects of the Railroads

Telegraph wires instantly carried the exciting news from Promontory Point throughout the United States. People around the country held parades and gave speeches to celebrate. The 1,800-mile transcontinental railroad was finally finished.

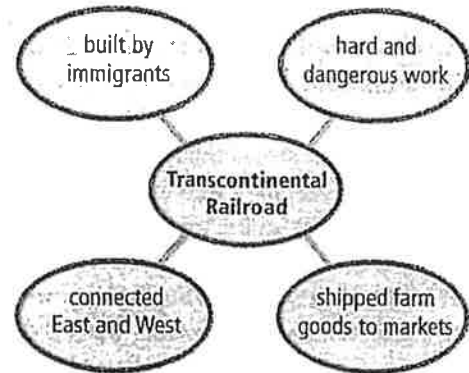
This railroad was the first of several transcontinental railroads that would be built in the United States. These railroads made it easier to move people and goods across the country.

Transcontinental railroads helped settlers in the West earn money by shipping their goods to markets. Trains carried cattle and wheat and other western crops to eastern cities. Western farmers and ranchers could sell their products for more money in the East, where there were more people and fewer farms.

In the East, businesses and factories used the railroads to ship clothing, tools, and other goods to western towns and mining camps.

REVIEW What kinds of goods were shipped on transcontinental railroads? cattle, wheat, crops, clothing, tools

Lesson Summary



Why It Matters...

Improvements in communication and transportation helped unite the country and made the economy of the West grow.

Lesson Review



- VOCABULARY** Use the words **prejudice** and **transcontinental** in a paragraph about Chinese railroad workers.
- READING SKILL** Review the predictions you made. Who used the new railroad?
- MAIN IDEA: Technology** List three ways people used the telegraph in the 1800s.
- MAIN IDEA: Economics** In what ways did the transcontinental railroad make it easier for settlers in the West to earn money?
- PLACES TO KNOW** Where did the Central Pacific and Union Pacific meet to finish the first transcontinental railroad?
- TIMELINE SKILL** How many years after Congress passed the Pacific Railway Act was the first transcontinental railroad finished?
- CRITICAL THINKING: Decision Making** What were some short-term effects of the decision to build the transcontinental railroad? What were some long-term effects?



MATH ACTIVITY If two people left the East on June 1, 1869, one traveling by ship and the other by transcontinental railroad, when would each arrive in California? Use the chart on page 499 to find the answer. Ask a partner two more math questions using information from this chart.

Study Guide/Homework

Vocabulary and Study Guide

Vocabulary

Write the definition of each vocabulary word below.

Reteach Minilesson

Use a problem-solution chart to reteach the lesson.

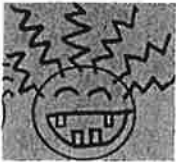

Lesson 1 Test

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

1. Before the telegraph, how did people send messages?
 - A. by electricity
 - B. by the Internet
 - C. by telephone
 - D. by traveling
2. Why was the telegraph useful?
 - F. People could read old newspapers.
 - G. People could send messages quickly.
 - H. People could call each other.
 - J. People could travel long distances.
3. How did the government help construct the transcontinental railroad?
 - A. Congress gave the companies land and money.
 - B. Chinese and Irish immigrants helped build the railroad.
 - C. People celebrated when the railroad was completed.
 - D. The railroad connected states and territories.
4. The Central Pacific Railroad hired many Chinese workers. These workers
 - F. were paid more than other workers.
 - G. given jobs that were not dangerous.
 - H. were paid less than other workers.
 - J. were treated the same as other workers.
5. How could western farmers use the railroad to make money?
 - A. Farmers could make more things in factories.
 - B. Farmers used new machinery to grow more grain.
 - C. Farmers could ship cattle and wheat to the east.
 - D. Stores in the eastern states sold more things.

NTI Art at Home

Directions: For NTI day 32 choose an activity to complete. Each activity will include the one of the Elements of Art: **line, shape, color, value, form, texture, and space**. Use any materials you have, take your time, and have FUN!

<p>Line: Draw a face like below, give your person hair using different types of lines. Create 6 different hairstyles.</p> 	<p>*** Shape: Using different shapes geometric, has a name (triangle, square, rectangle) and organic (made up) create something out of any materials you'd like!***</p> <p>Parent Initial: _____</p>	<p>*** Color Mixing: Using food coloring or paint, mix the primary colors: red, blue, and yellow to make new colors. ***</p> <p>Parent Initial: _____</p>
<p>*** Form: The element of form refers to shapes that have 3 dimensions. Forms have height, width, and depth. They can be viewed from multiple angles. Use play dough, aluminum foil, a toilet paper roll, etc. to create something. Use your imagination! ***</p>	<p>Texture Hunt: Lay a piece of paper over an object and rub over it with the side of a crayon. Find 10 different textures.</p>	<p>Photograph the Elements of Art. Use your device to take photos of things that feature the Elements. Email to Mrs. Smiley or share on school FaceBook site.</p>
<p>Space: Draw a landscape with space- give the illusion of depth.</p> <ol style="list-style-type: none"> 1. Draw a line across the middle of the paper. 2. The top portion will be the sky. 3. The bottom will be the grass and landscape. You can add hills and mountains. 4. Add detail (color, trees, barns, animals, etc). 	<p>Value: the lightness or darkness of a color.</p> <ol style="list-style-type: none"> 1. Choose a crayon color and color three different areas. 2. On one, tint it with a white crayon (1). 3. On the third area, shade with black (3). <p>Number 2 is the original color (gray). Repeat with 3 more colors.</p> 	<p>Collage of the Elements of Art Use clippings from magazines to find one example of each Element to create an Elements of Art Collage.</p>

Any activity with *:** If possible, please upload a photo of your activity on ClassDojo, School Facebook Site, email to chelsey.smiley@harrison.kyschools.us or any other school site. These activities also need a parent initial in that box and returned to school. Any other activities will need to be returned to school.

If having difficulty with blank paper, use the back of this sheet.