

Complete within 2 weeks of returning to school.

NTI DAY 16



Harrison County Schools

Name: _____

Grade: 5

Teacher: _____

NTI Day 16

___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 #11 and #12.

***This week you will be writing a piece, “Good Friend Contest”.**

The on demand piece should include:

- A strong introduction that includes a “hook”, restate the prompt, your purpose for writing, and your three reasons.
- THREE body paragraphs that are 8 sentences long. Sentence one states main idea, the next sentences explain or discuss the main idea with details and support, and the final sentence should restate the main idea.
- The fifth paragraph should conclude all three points.

Read the prompt.

Complete a prewriting graphic organizer.

Use the provided paper to write your response.

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

<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>11 Students often are disappointed by their teacher's choice of field trip location. This year, however, your teacher has asked for student help in choosing an educational field trip.</p>	<p>Choose on your choice for a field trip. Present your ideas to persuade that your field trip choice is the best due to its educational value.</p>	<p>Audience: _____ Purpose: _____</p>
<p>12 Throughout our lives we all learn lessons based on things that happen to us. Your school is focusing on students gaining lessons from events in their lives. Think about a time when you learned a lesson that was good or bad</p>	<p>Write about a lesson you learned because of an experience you had. Include details about the event and what you have learned from it.</p>	<p>I chose: _____ Audience: _____ Purpose: _____</p>

WRITING

WRITING TASK 1

SITUATION:

The local newspaper is having a “Good Friend” contest. To enter your friend, you must think of an event in your life when your friend did something with you or for you that showed what a terrific friend he or she is.

WRITING TASK:

Select your friend. (Remember, a friend could be a child your age or a grownup.) Choose an event that shows how your friend is a good friend to you. Write a letter to the newspaper that tells about that event so that people will know why your friend deserves to win.

Academic Expectation: 1.11 “Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.”

Core Content Code: 1.4 “*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.”

On-Demand Category: Narrate

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be scored!

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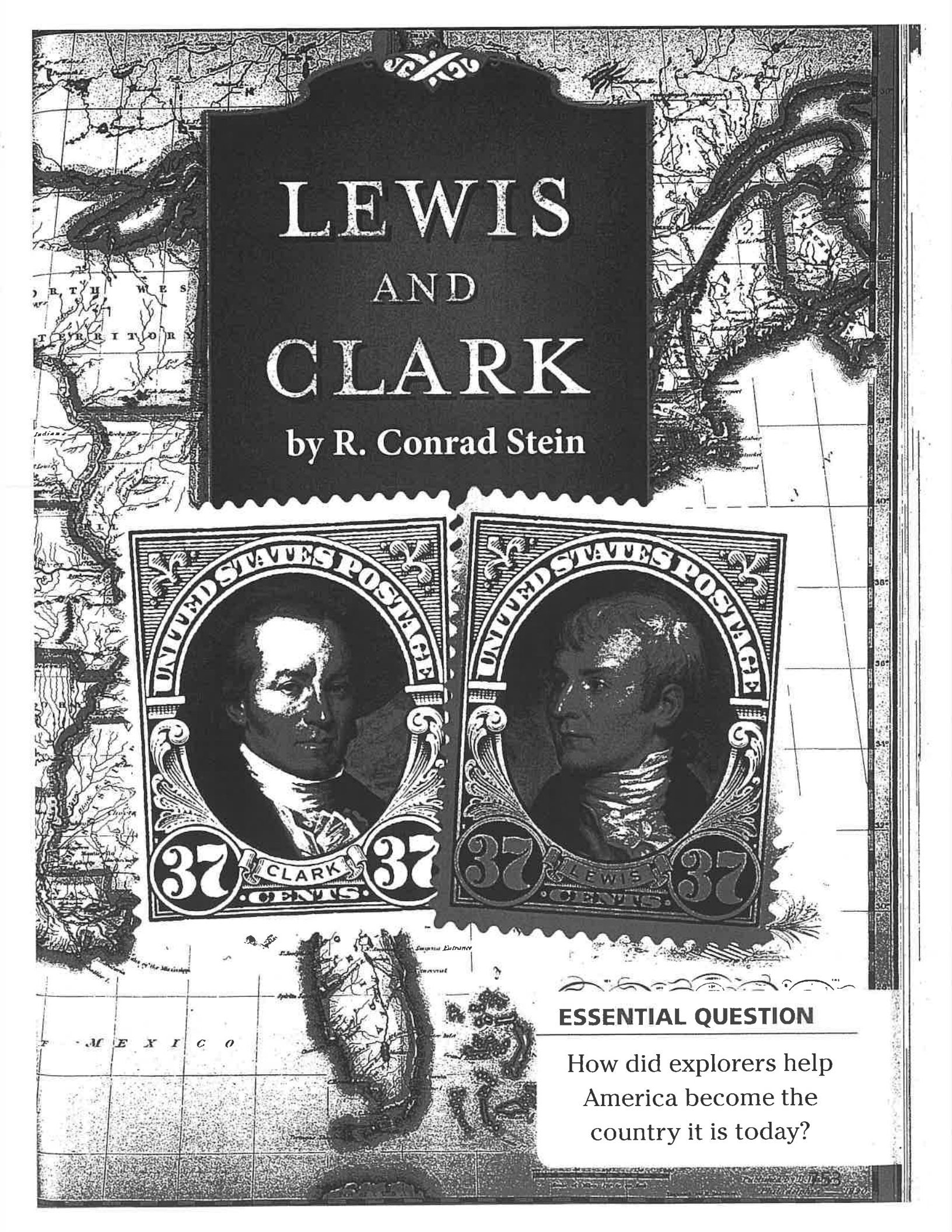
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LEWIS AND CLARK

by R. Conrad Stein



ESSENTIAL QUESTION

How did explorers help
America become the
country it is today?

Lesson 25

Vocabulary in Context



TARGET VOCABULARY

expedition

tributaries

trek

barrier

despite

fulfilled

range

techniques

resumed

edible

Vocabulary
Reader



Context
Cards



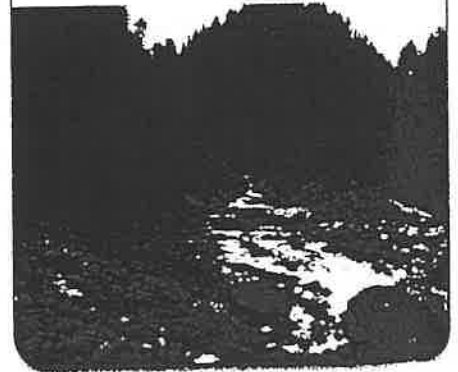
1 expedition

Adventurer Edmund Hillary led an expedition to climb Mount Everest.



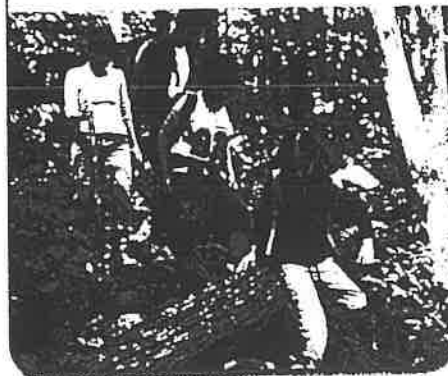
2 tributaries

This creek is one of the tributaries, or small branches, of a larger river.



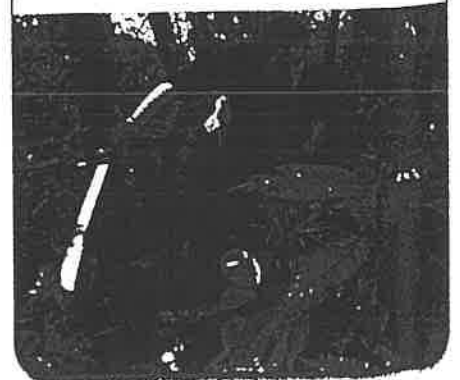
3 trek

These hikers are on a week-long trek through a national park.



4 barrier

Thick vegetation forms a barrier in the jungle. Explorers must cut through the obstacle.

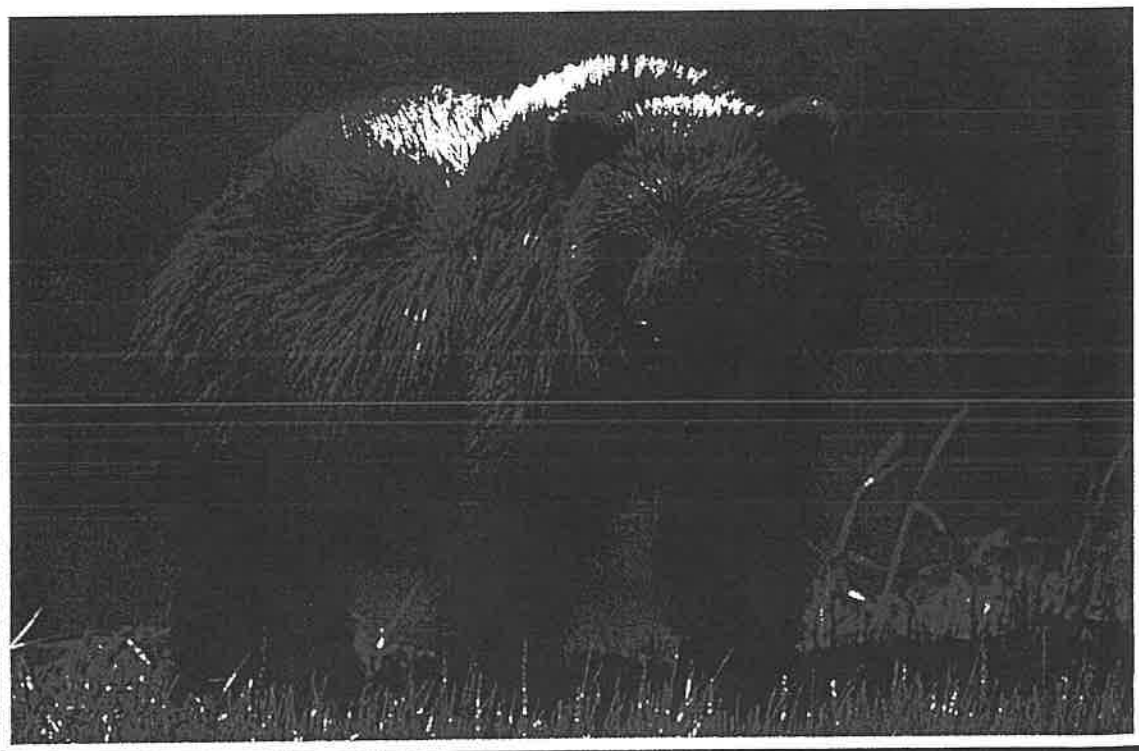


L.5.6 acquire and use general academic and domain-specific words and phrases



In 1803, President Thomas Jefferson doubled the size of the United States after completing an agreement with France called the Louisiana Purchase. He had acquired the vast Louisiana Territory west of the Mississippi River. Jefferson decided to form an expedition through the unexplored Territory to the Pacific Ocean. He asked Meriwether Lewis to lead a group called the Corps of Discovery. Lewis chose William Clark to help him as co-leader. In 1804, Lewis and Clark began their journey from St. Louis, Missouri. They traveled through the Great Plains and then stopped for the winter season. A trader and his wife, a Native American named Sacagawea (sak uh juh WEE uh), joined the expedition when it resumed its journey in April 1805.

Lewis considered the Mandan (MAN duhn) Indians' stories about huge bears to be fanciful tales until one of the explorers was chased by a grizzly bear.





Sacagawea quickly proved to be a valuable asset to the expedition.

Carrying her baby boy on her back, Sacagawea won the admiration of the crew. She carefully scanned the riverbank to find **edible** roots and fruit. These foods provided a welcome relief from the customary diet of meat and water. And in the mountain country, the Missouri River became a crooked stream that split into many small **tributaries**. Sacagawea pointed out landmarks that she remembered from a journey as a slave child, and she helped the captains choose the correct river branches on which to travel.

Soon the members of the party began to wonder why they had not yet seen any Shoshone (shoh SHOH nee) or other American Indians. They had seen signs of Indian settlement—hunters' trails and abandoned campsites—but since they left the Mandan and Hidatsa (hee DAHT suh) villages, the Corps of Discovery had not encountered any other people at all.

ANALYZE THE TEXT

Explain Historical Events What does the author do to make historical events easy to understand? How does this help you see relationships between the events and people described in the text?

The next morning, Clark and the others arrived at the village, and a meeting was held with Chief Cameahwait. Sacagawea prepared to serve as the translator. When the meeting began, Sacagawea stared intently at the chief. Then she broke into tears of joy. Lewis wrote, "She jumped up, ran, and embraced him, and threw her blanket over him, and cried profusely." Sacagawea recognized Cameahwait as her brother, whom she had not seen in six years. Cheers and laughter rose from the village. The Shoshone hailed Sacagawea as a lost daughter who had come home.

On September 1, 1805, the Corps of Discovery left the Shoshone territory. Chief Cameahwait not only provided the party with horses, he also gave them a guide to show them the best route through the mountains. Crossing the Rockies proved to be a difficult ordeal. The trails were too rugged to ride on, so the party walked and used the horses as pack animals.

The expedition crossed the Rockies on foot, using the horses to carry their equipment and supplies.



ANALYZE THE TEXT

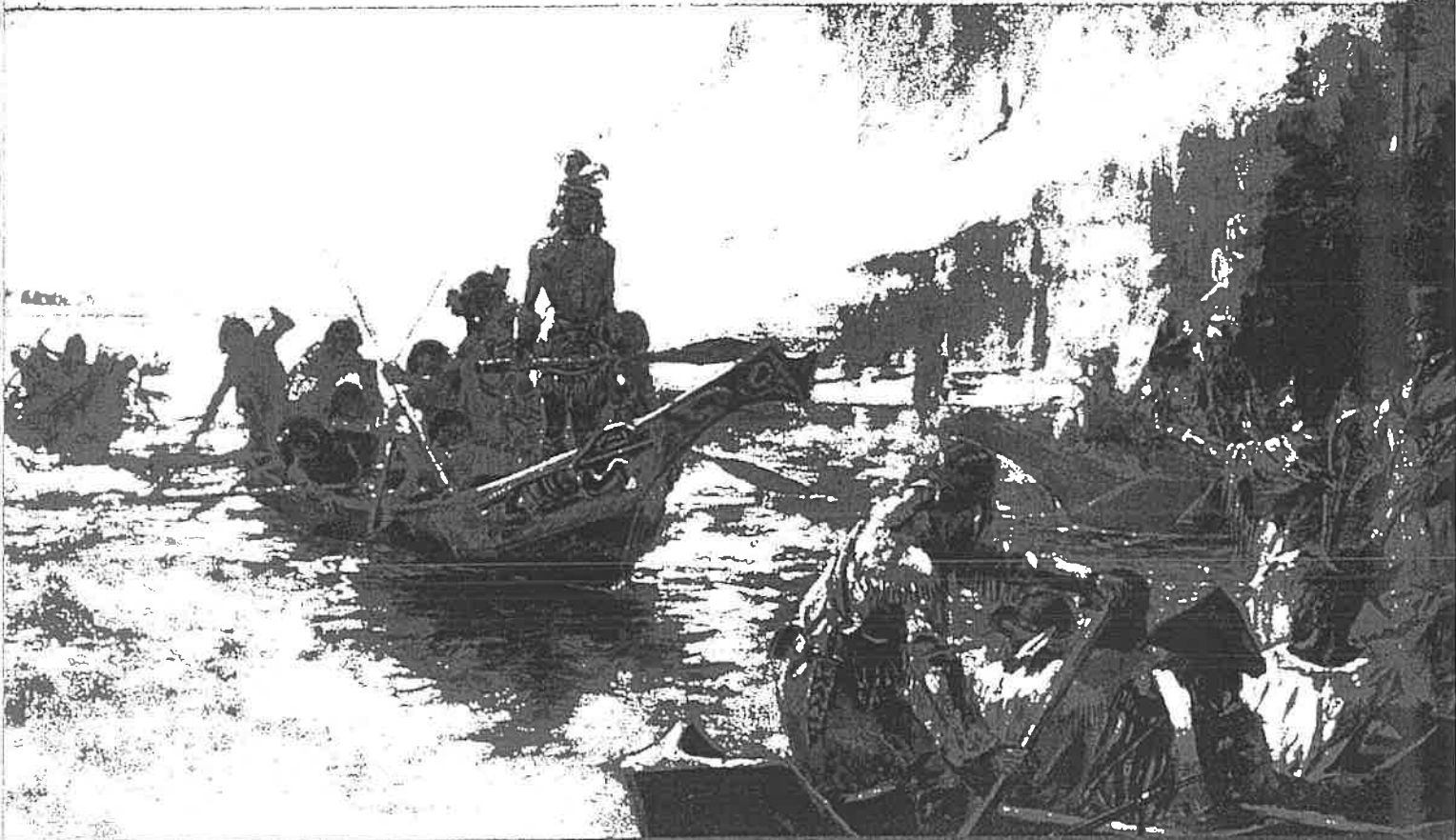
Primary Sources The author uses a primary source, a direct quote from Lewis's writing, in the first paragraph. What can you conclude about Lewis from his words?

Traveling the rivers, the voyagers met the Nez Perce (NEZ PURS) Indians, who taught them valuable techniques for building and sailing log canoes. Less friendly were the Chinook (shih NOOK), who drove hard bargains when trading for goods. But encountering the Chinook meant that the Pacific Ocean was not far away. One of the Chinook wore a black navy coat that he may have bought from a North American or European sailor.

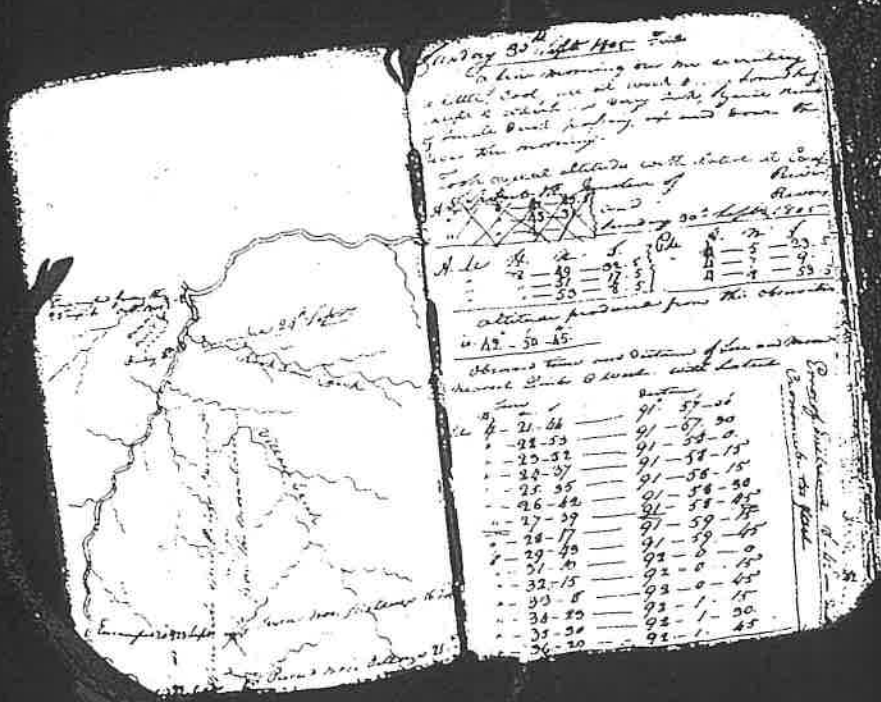
A dismal rain pelted the travelers in early November as they sailed

down the Columbia River. They made a camp near an Indian village and spent a restless night. On the morning of November 7, 1805, the rain stopped and the fog cleared. A chorus of shouts suddenly went up from the camp. William Clark scribbled in his notes, "Ocean in view! O! the joy." On the horizon, still many miles to the west, lay the great Pacific Ocean. Upon seeing the ocean, some of the explorers wept, and others said prayers of thanksgiving.

The explorers experienced some difficulty in dealing with the Chinook Indians, but their encounter brought signs that the Pacific Ocean was near.



The journals kept by Captains Lewis, Clark, and several members of their expedition have been compiled into many published accounts since the journey ended in 1806.



Day 16 - Reading

Journeys Questions Lesson 25

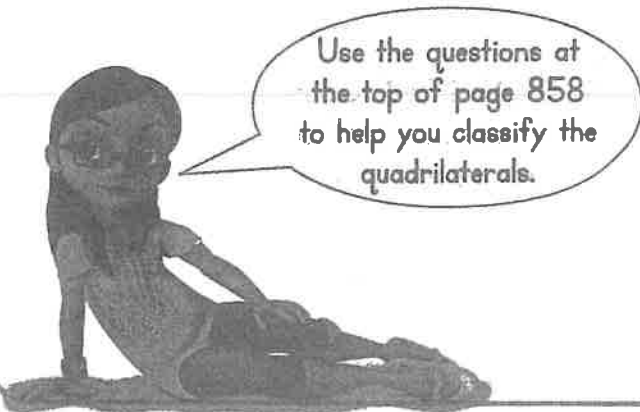
1. What is the author's primary source of information for the article?
2. How did Sacagawea's history as a former slave aid Lewis and Clark on their journey?

3. Why were the Shoshone suspicious of all outsiders?
4. Why does the author use quotes from Lewis and Clark?
5. What is the main idea of the article?

★ Guided Practice ★

Do You Understand?

- 1. A-Z Vocabulary** How are a square and a rhombus alike?
- 2. A-Z Vocabulary** How is a trapezoid different from a parallelogram?



Do You Know How?

In 3–6, use as many names as possible to identify each polygon. Tell which name is most specific.

- 3.**
- 4.**
- 5.**
- 6.**

★ Independent Practice ★

7. Identify the polygon using as many names as possible.



8. Identify the polygon using as many names as possible.



9. Why is a square also a rectangle?

10. Which special quadrilateral is both a rectangle and a rhombus? Explain how you know.

Math Practices and Problem Solving

11. Each time Sophie makes a cut to a polygon, she can make a new type of polygon. What kind of polygon is left if Sophie cuts off the top of the isosceles triangle shown?



12. **Number Sense** Donald's car gets about 30 miles per gallon. About how many miles can Donald drive on 9.2 gallons of gas? At \$3.15 a gallon, about how much would that amount of gas cost?

13. **MP.2 Reasoning** Is it possible to draw a quadrilateral that is not a rectangle but has at least one right angle? Explain.

14. The area of a quadrilateral is 8.4 square feet. Find two decimals that give a product close to 8.4.

15. **MP.6 Be Precise** Suppose you cut a square into two identical triangles. What type of triangles will you make?

16. **Higher Order Thinking** A parallelogram has four sides that are the same length. Is it a square? Explain how you know.

What do you know about the sides of a parallelogram?



Common Core Assessment

17. Which could be the side lengths of a parallelogram?

- (A) 5 m, 5 m, 5 m, 1 m
- (B) 1 m, 5 m, 1 m, 5 m
- (C) 4 m, 1 m, 1 m, 1 m
- (D) 1 m, 1 m, 1 m, 5 m

18. Which of the following statements is **NOT** true?

- (A) A rhombus has all sides the same length.
- (B) A square has 4 right angles.
- (C) A trapezoid has no parallel sides.
- (D) A rectangle has 4 right angles.

NTI Day 16

PE/Health

As part of NTi Day 11, PE and Health has been designated as your special, for today. For today's lesson, students will be performing various physical/health related activities.

ALL GRADE LEVELS

PE Bingo - Students will complete various activities listed on the BINGO card, in order to complete a BINGO line. They must complete 1 line vertically, 1 line horizontally, and 1 line diagonally. Parents please initial each box, as it is completed, for verification.

How Many Can You Do in 100 Seconds - This worksheet has a list of exercise activities for the students to perform. Each activity will be timed for 100 seconds, to see how many of each exercise they can do.

PE Fitness Calendar - Please continue to perform the designated movement that is listed on the calendar for each day, 3 times each day.

Physical Education BINGO

Name: _____ Teacher: _____

While at home please work to complete these different activities in order to make a BINGO! Write an answer or initial on the line when you complete the box. Turn in your BINGO card upon your return to school.

B Be ready for an adventure	I Indoor activities	N Need for Speed	G Getting off the couch	O Outdoor Activities
How many stairs are in your house? _____	Balance on 1 foot longer than your family members. _____	How fast can you skip from room to room. _____	Have a family plank contest. _____	See how far you can jump in 5 tries. _____
Take a nature hike in your yard. _____	Do a jumping jack for every letter of the alphabet. _____	How fast can you run a lap around your house? _____	Teach your family your favorite tag game. _____	Hop from your car to your house. _____
How many steps does it take to walk around your house? _____	Jump in and out of a room in your house while counting to 10 _____	FREE SPACE	Do jumping jacks for 3 different commercials. _____	Run 1 lap around your house for every letter in your name. _____
Do push ups during one commercial set _____	Jog in place for 30 seconds in every room of your house. _____	Have a race to find the fastest person in your family. _____	Dance to your favorite song. _____	Do 3 different animal laps around your house. _____
Take a walk around your neighborhood _____	Toss a ball to yourself or someone else and catch it 20 times. _____	How fast can you clean up your toys? _____	Do jumping jacks for 3 different commercials. _____	Coordinate a 2 minute dance using fortnite moves _____

NAME: _____

Home Room Teacher: _____

How many can
you do in
100 seconds?



Jumping Jacks



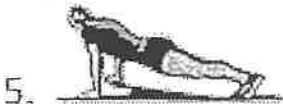
Sit-Ups



Hops



Toe Touches



Push-Ups



Step-Ups














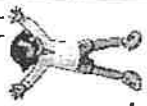












Jump Rope

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>1</p> <p>Hold onto a chair and stand on your tippie toes for 1 minute.</p> 	<p>2</p> <p>Lift one leg and balance putting your other foot down for 30 seconds. Repeat with the other leg.</p> 	<p>3</p> <p>Jog in place for 30 seconds in every room of your home.</p> 	<p>4</p> <p>Do 25 back legs kicks per leg.</p> 	<p>5</p> <p>Hold the Superhero pose while you say the alphabet backwards. Repeat 3 times.</p> 	<p>6</p> <p>Rest Day</p>	<p>7</p> <p>Do bicycle legs with a family member or friend for 60 seconds.</p> 
<p>8</p> <p>Do 15 push-ups with a family member or friend.</p> 	<p>9</p> <p>Do a side plank for 30 seconds each arm.</p> 	<p>10</p> <p>Do side lunges 30 times per leg.</p> 	<p>11</p> <p>In the Superhero pose lift a book off the ground and read one entire page.</p> 	<p>12</p> <p>Rest Day</p>	<p>13</p> <p>Hold the Bird Dog position for 45 seconds per side.</p> 	<p>14</p> <p>Do 50 Jumping Jacks with a family member or friend.</p> 
<p>15</p> <p>Do 25 front lunges per leg with a family member or friend.</p> 	<p>16</p> <p>Put your feet under the couch and do 20 curl-ups.</p> 	<p>17</p> <p>Hold onto your toes while balancing on your bottom for 30 seconds.</p> 	<p>18</p> <p>Rest Day</p>	<p>19</p> <p>Do side legs lifts 30 times per leg.</p> 	<p>20</p> <p>Do high knees while singing the school song.</p> 	<p>21</p> <p>Hold hands with a family member or friend and do 25 squats together.</p> 
<p>22</p> <p>Challenge a family member or friend to a "balance on one foot with eyes closed" balancing contest.</p> 	<p>23</p> <p>Challenge a family member or friend to a "plank without laughing" competition.</p> 	<p>24</p> <p>Rest Day</p>	<p>25</p> <p>Do 30 Wall Push-ups.</p> 	<p>26</p> <p>See how many push-ups you can do in 30 seconds.</p> 	<p>27</p> <p>Put your toes under the couch and do 15 curl-ups.</p> 	<p>28</p> <p>Challenge a family member or friend to a "V balance" competition.</p> 
<p>29</p> <p>Make up your own fitness challenge and draw it on the back of this paper.</p>	<p>30</p> <p>Rest Day</p>	<p>31</p> <p>Pick One Of Your Favorite Days And Do It Again!!!</p>	<p>Student Name:</p>	<p>Parent Signature:</p>	<p>Check off (✓) when you finish each day</p>	

Core Lesson 1

VOCABULARY

tariff
states' rights
sectionalism

Vocabulary Strategy

sectionalism

Find the word **section** in **sectionalism**. Sectionalism is loyalty to one section, or part, of a country.



READING SKILL

Compare and Contrast

What differences were there between the North and South in the early 1800s? Write them down as you read.

NORTH	SOUTH

Worlds Apart

1760 1780 1800 1820 1840 1860 1880

1793–1860

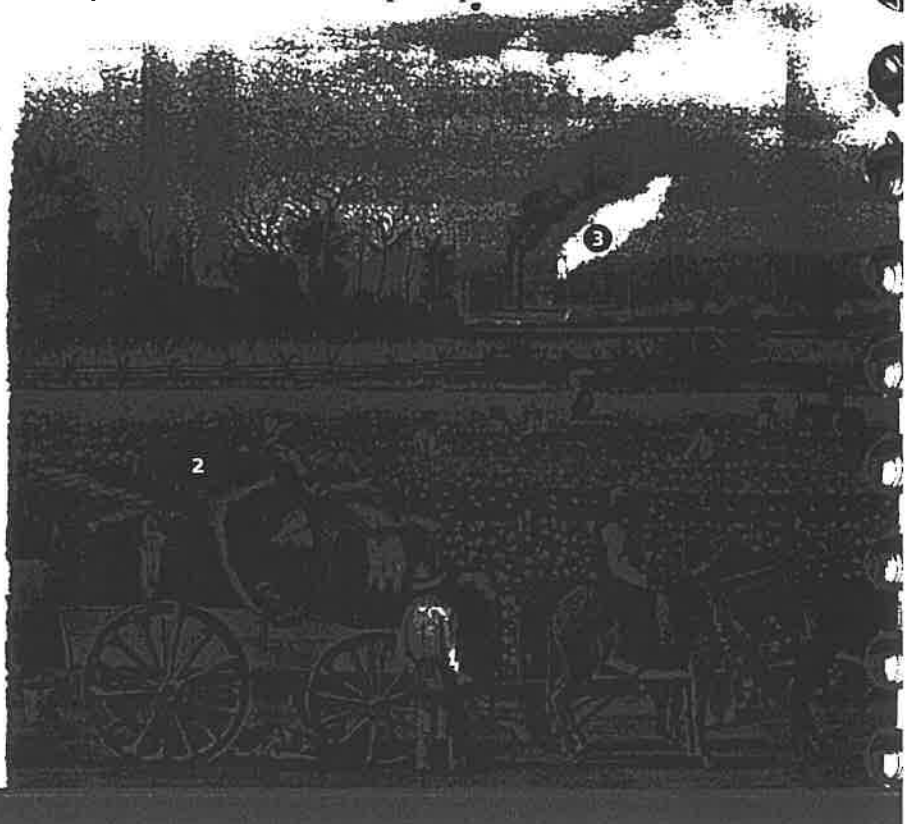
Build on What You Know When people have very different ideas from one another, it can seem as if they live in separate worlds. In the early 1800s, the South and the North were worlds apart from each other in many ways.

Slavery in the United States

Main Idea Slavery grew in the South after the invention of the cotton gin.

Slavery had a long history in the United States. The thirteen colonies had all allowed slavery, though slaves were less common in the North than in the South. After the War for Independence, several northern states passed laws to abolish, or end, slavery. Southern states chose not to.

At the Constitutional Convention, some delegates tried to stop slavery in all states. As one delegate said, slavery did not fit with "the principles of the Revolution."



The Growth of Slavery

George Mason, a slaveowner from Virginia, called slavery a "national sin." Delegates at the Continental Congress could not agree to end slavery. Many hoped that it would soon die out. However, changes in southern farming caused slavery to grow in coming years.

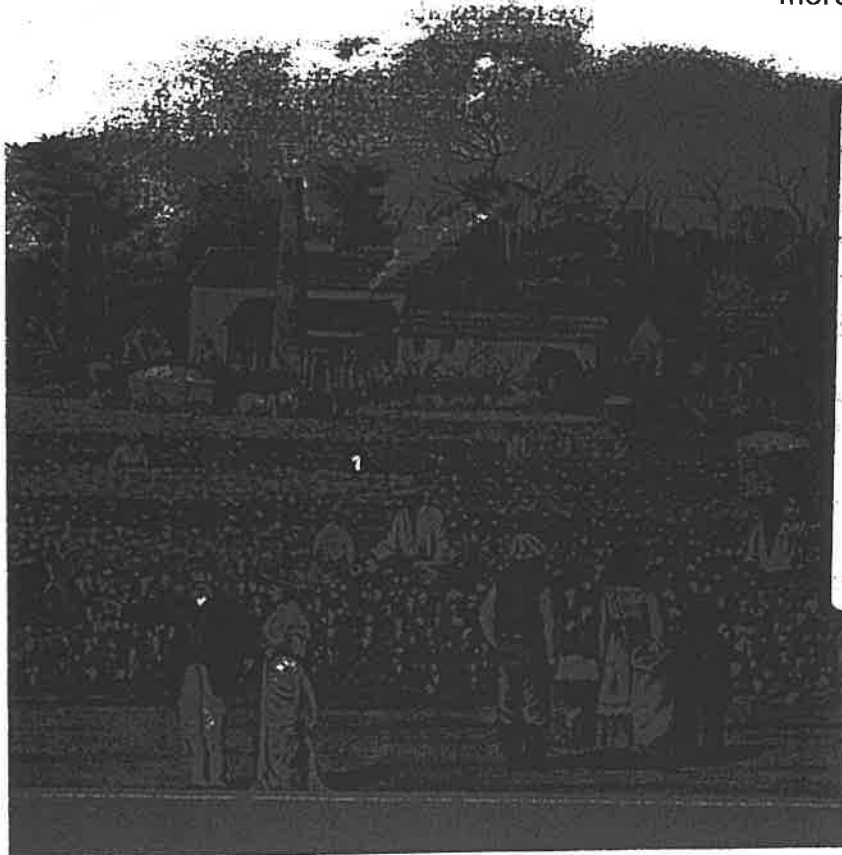
After the invention of the cotton gin in 1793, southern farmers wanted more enslaved people to work in their cotton fields. The cotton gin made cotton much easier to produce. At the same time, the value of cotton was rising. New textile mills in Britain and New England needed more cotton, and the South could grow it.

Cotton became the South's most important crop. By 1840, the South was growing most of the world's cotton. Plantation owners used their profits to buy more land and more slaves. Slavery grew rapidly. In 1790, there were about 700,000 enslaved people in the South. By 1860, there were nearly four million.

Resistance to Slavery (See Background)

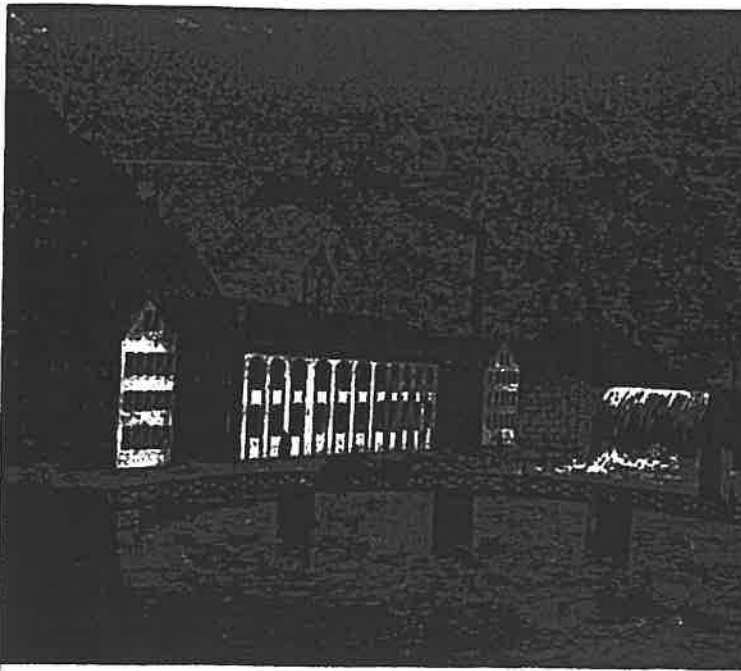
Sometimes enslaved people fought against slaveowners. In Virginia in 1831, an enslaved African American named Nat Turner led a rebellion against slave owners. He and his followers killed 59 people before being stopped by the local militia. After Nat Turner's Rebellion, southern states passed laws to control both enslaved and free blacks. For example, black ministers were no longer allowed to preach without a white person present. By the 1850s, slaves and free blacks had fewer rights than ever.

Slavery became a source of deep conflict between the North and South. Many southerners argued that slavery was too important to their economy to give up. Some people in the North argued that slavery kept the country's economy from growing faster. They also believed that slavery was unfair and wrong. As cotton became the South's most important crop, **REVIEW** What led to the growth of slavery in the early 1800s? plantation owners used more and more slaves to grow it.

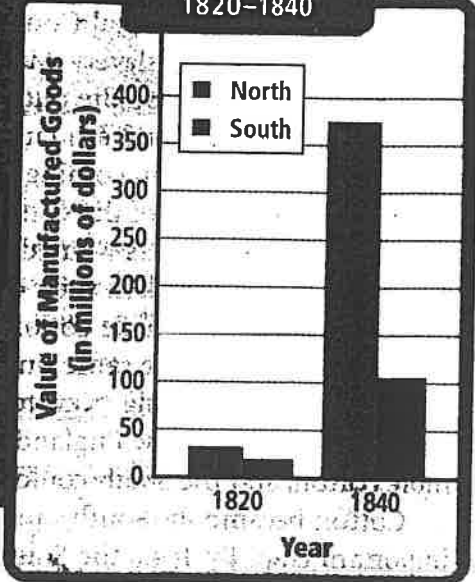


Cotton Plantations

- 1 Enslaved people worked in the fields, picking cotton.
- 2 Cotton was packed into bales before being shipped.
- 3 Many plantations were near the Mississippi River, where steamboats carried the cotton south to New Orleans.



Manufacturing
1820-1840



Factories Many factories, like the one above, used water power to manufacture goods.

Reading Graphs What was the value of goods made in the North in 1840? about \$375 million

North and South

Main Idea The many differences between the North and South divided the two regions.

3 The North and the South had different economies. The South's economy was agricultural, or mostly based on farming. Some southerners worked on large cotton plantations. Many more had small farms and grew food crops such as corn, or raised cattle and pigs. These farmers usually had only a few enslaved people or none at all.

4 Northern states had many farmers as well, but the economy of the North was changing. Cities in the North were growing quickly and factories were being built throughout the region. In factories, people made textiles, shoes, tools, and other goods. By 1860, fewer than half of people in the North were farmers.

The Tariff

The different economies in the North and South led to disagreements between the regions about tariffs. A **tariff** is a tax on imported goods.

Between 1816 and 1832, Congress passed high tariffs on goods made outside the country. British textiles, for example, became very expensive. The only cloth most people could afford came from the mills of New England.

Congress used tariffs to help American manufacturing. Tariffs were good for northern industry, but they did not help the South, where there was less industry. Southerners, like all consumers, had to pay higher prices for manufactured goods they wanted, such as steel and cloth. When prices of these goods went up, southerners blamed it on tariffs and the North.

States' Rights

One southerner who argued against tariffs was **John C. Calhoun** of South Carolina. Calhoun was Vice President in 1828. He believed the Constitution did not allow the federal government to create tariffs. He argued for states' rights. **States' rights** is the idea that states, not the federal government, should make the final decisions about matters that affect them. Calhoun believed that states had the right to veto tariffs. States' rights became a popular idea in the South.

John C. Calhoun
He became a U.S. senator after serving as Vice President. Calhoun argued for slavery and states' rights.



Disagreements over slavery, tariffs, and other economic issues increased sectionalism in the North and South. Loyalty to one part of the country is called **sectionalism**. As conflicts grew, it seemed that many people cared more about their own section of the country than for the country as a whole.

Tariffs made prices on certain goods high.

REVIEW

Why did southerners dislike tariffs? Some thought tariffs were unconstitutional.

Lesson Summary

Slavery more than met the demand for cotton.

Tariffs helped the growing number of northern factories.

The North and South argued over slavery, tariffs, and states' rights.

Why It Matters ...

The North and South were headed toward war. It began with arguments about slavery and the power of the national and state governments.

Lesson Review

1793
Cotton gin invented

1831
Nat Turner's Rebellion

1790

1800

1810

1820

1830

1840

- VOCABULARY** Show that you understand the meaning of **sectionalism** and **states' rights** by using these words in a paragraph about disagreements between the North and South.
- READING SKILL** What were the views on slavery in the South and North? Use your notes to **compare** and **contrast**.
- MAIN IDEA: Economics** Why did cotton become the South's most important crop?
- MAIN IDEA: Economics** What did tariffs do to help northern industries?
- TIMELINE SKILL:** When was Nat Turner's Rebellion?
- CRITICAL THINKING: Infer** Tell what you think might have happened if the cotton gin had not been invented.

WRITING ACTIVITY Write one or two math questions based on the graph on page 418. Trade questions with a partner and try to answer your partner's questions.

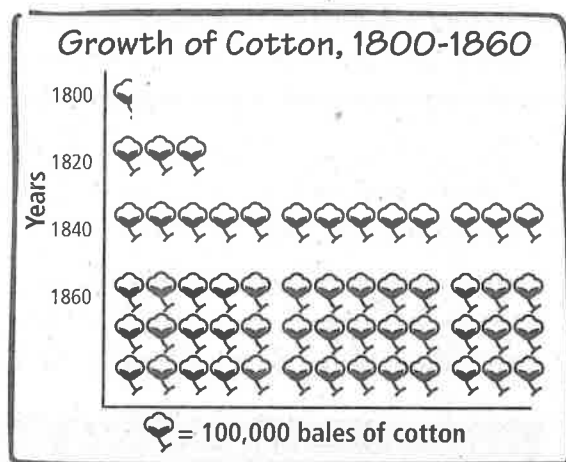
Lesson 1 Test

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

- In the South, after the invention of the cotton gin
 - planters bought less land and more enslaved people.
 - planters bought more land and fewer enslaved people.
 - planters bought some land and stopped enslaving people.
 - planters bought more land and more enslaved people.

- Which of the following sentences is true?
 - There were more factories in the North than in the South.
 - Most people worked on farms in both the North and South.
 - Both the South and the North had many factories.
 - The South had more factories and the North had more farms.

- Sectionalism increased because of conflicts over
 - the price of cotton and manufactured goods.
 - tariffs and slavery.
 - competition between farmers in the North and South.
 - the removal of tariffs on manufactured goods.



Use the graph to answer questions 4 and 5.

- After 1820, the production of cotton in the South
 - increased rapidly.
 - increased slowly.
 - decreased slowly.
 - decreased rapidly.
- 50,000 bales of cotton were grown in 1800. How many bales were grown 20 years later?
 - 1,300,000
 - 300,000
 - 3,900,000
 - 3,000