

Complete within 2 weeks of returning to school.

NTI DAY 17



Harrison County Schools

Name: _____

Grade: 5

Teacher: _____

NTI Day 17

___ 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 #13 and #14.

*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

Password:

Tully2018!

Complete "Create a Museum Map" worksheet front and back.

Read a book of your choice for 20 minutes.

MATH

1. Use additional resource page for videos
2. Complete Envisions page 867 and 868 (ALL)

Social Studies

Day 17-

1. Skillbuilder on Cotton
2. Slavery Perspective Sheet- matching and write questions to ask at the bottom.
3. <https://resourcelibrary.history.org/home>

Watch "Chained to the Land!" Video

Username: jkinney

Password: patrickhenryrocks

Specials

1. Do the specials activity.

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:

Writing Situation: Underline the KEY words:	Writing Directions: Underline the KEY words:	Possible Forms could be Letter Article, Narrative, Speech, Blog, Essay, Email, Editorial, Journal Entry, (others).
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13 Students in a school in England are researching how American families celebrate their national holidays. They would like to hear from you.	Tell about a memorable national holiday that you and your family celebrated.	I chose: _____ Audience: _____ Purpose: _____
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14 Your principal would like to recognize students who show good manners in program called "Good Manners Count." He thinks this will encourage all students to show good manners.	Share your story telling about a time when knowing manners was important so that others might follow your example.	Type I chose: _____ Audience: _____ Purpose: _____
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Lewis and Clark

Create a Museum Map

Museums often use maps to help visitors better understand a time and place in history. These maps show brief summaries, or the main idea, of what happened at each location.

For each location in the story of Lewis and Clark, write two important details that support the main idea of the paragraph.

Great Falls

Read the second paragraph on page 755.

Two Details: _____

Cameahwait's Village

Read the first paragraph on page 758.

Two Details: _____

Clearwater Valley

Read the second paragraph on page 759.

Two Details: _____

Mouth of the Columbia River

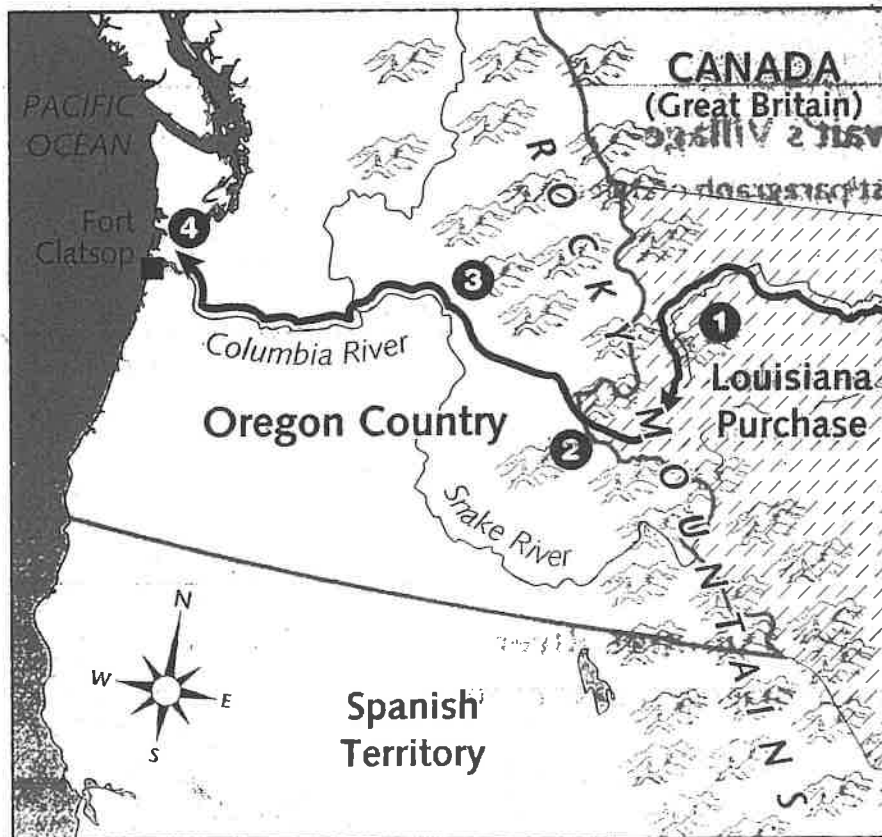
Read the second paragraph on page 760.

Two Details: _____

Lewis and Clark
Independent Reading

A history museum in Oregon is making an exhibit about the Lewis and Clark expedition. You are helping them make a map that shows important events along the route. For each point on the map, tell what happened there. Write the main idea. The main idea should be based on the details from the text.

<p>1 Great Falls</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2 Cameahwait's Village</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>3 Clearwater Valley</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>4 Mouth of the Columbia River</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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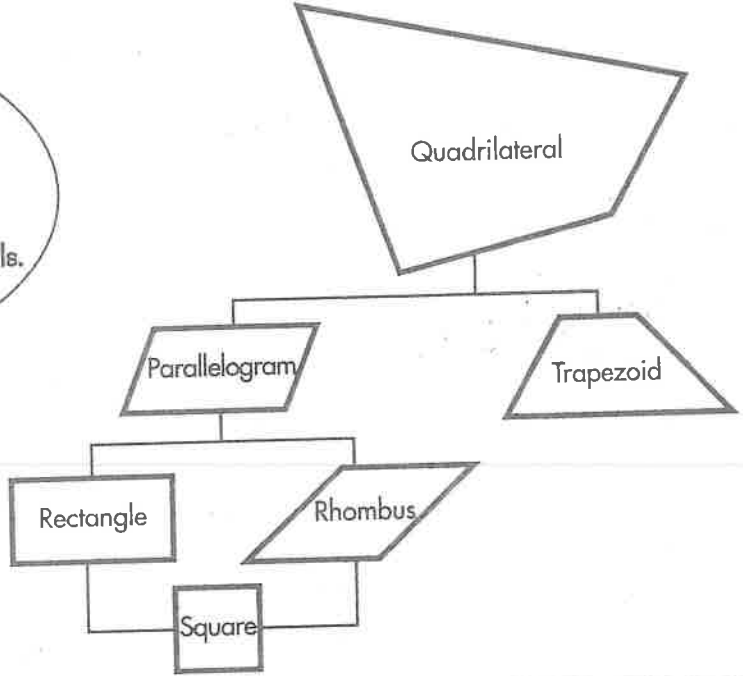


Homework & Practice 16-3
 Continue to Classify Quadrilaterals

Another Look!

You can use the family tree to classify quadrilaterals and understand their relationships.

All squares are rectangles.
 All squares are rhombuses.
 All rectangles are parallelograms.
 All rhombuses are parallelograms.
 All parallelograms are quadrilaterals.
 All trapezoids are quadrilaterals.



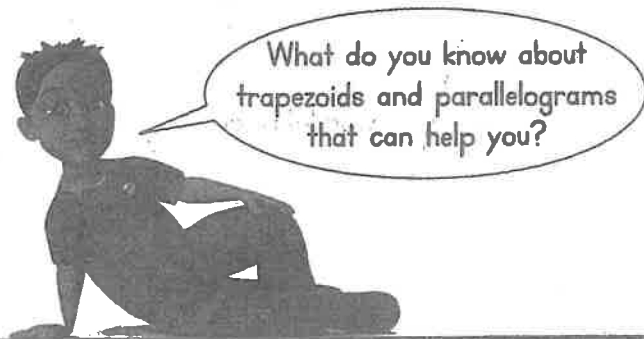
In 1-4, write whether each statement is true or false.

- All trapezoids are parallelograms.
- Every trapezoid is a rectangle.
- Squares are special parallelograms.
- All quadrilaterals are squares.
- The figure shown below is an isosceles trapezoid. The two sides that are not parallel have the same length. How could you add this shape to the family tree diagram?
- Why is a parallelogram not the same type of quadrilateral as a trapezoid? Explain how you know.



Look at the relationships in the family tree to help you answer.

7. © **MP.3 Construct Arguments** Harriet says that it is not possible to draw a quadrilateral that is not a trapezoid and not a parallelogram. Is Harriet correct? Explain why or why not.



8. © **MP.7 Use Structure** The table shows Henry's savings over several weeks. If the pattern continues, what will Henry's savings be in Week 10? Tell how you know.

Week	Savings
0	\$6.50
1	\$7.50
2	\$8.50
3	\$9.50

9. **Algebra** Sharona is planning a cookout for 42 people. Each guest will get 1 veggie burger. Sharona will put 1 slice of cheese on half of the burgers. Cheese slices come in packs of 8. Write and solve an equation to find the number of packs of cheese, p , that Sharon needs to buy.

10. **Higher Order Thinking** Suppose a trapezoid is defined as a quadrilateral with at least one pair of parallel sides. How would the quadrilateral "family tree" change?

© Common Core Assessment

11. Marissa says that the figure below is a rectangle.



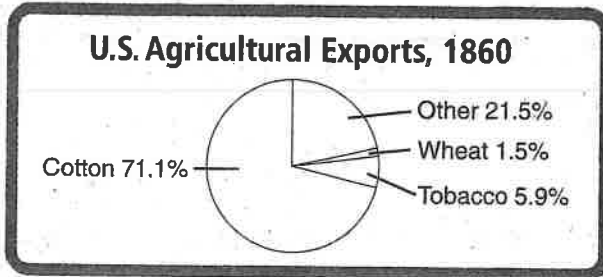
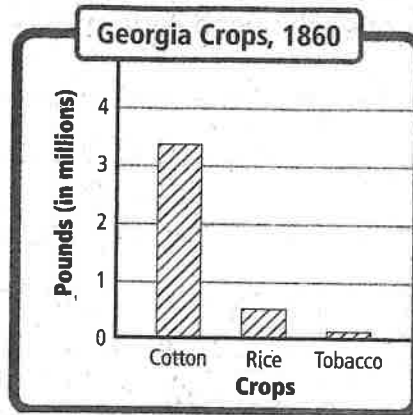
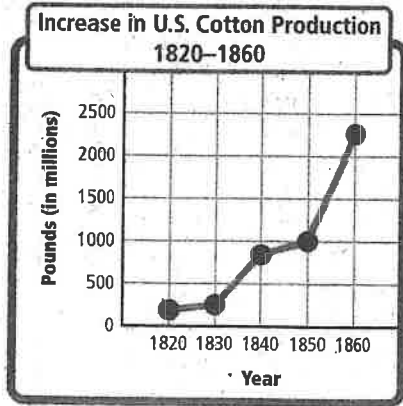
Part A

Is Marissa correct? Explain.

Part B

What names could she use to describe the figure?

Skillbuilder: Compare Bar, Line, and Circle Graphs



Practice

1. According to the bar graph, what is the difference in pounds between the cotton and tobacco in 1860? _____
2. According to the circle graph, which crop had the most exports in 1860? _____
3. What is the span of years on the line graph? _____
4. How are bar graphs, line graphs, and circle graphs different? _____

Slavery

Read these stories of slaves and slaveholders. Find the illustration that matches the story. In the box, write the initial of the person pictured.

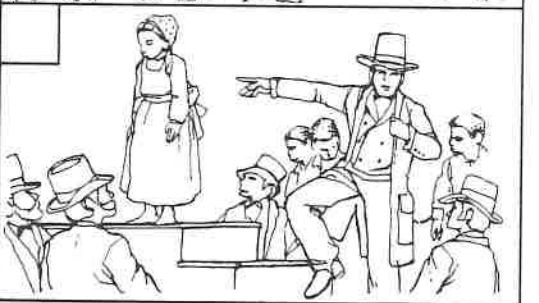
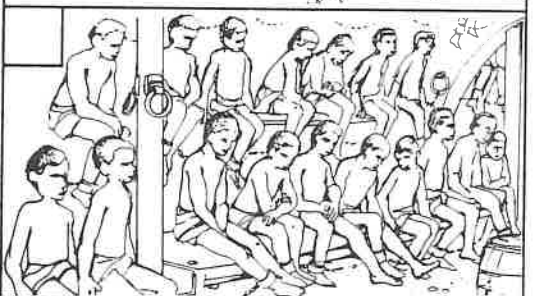
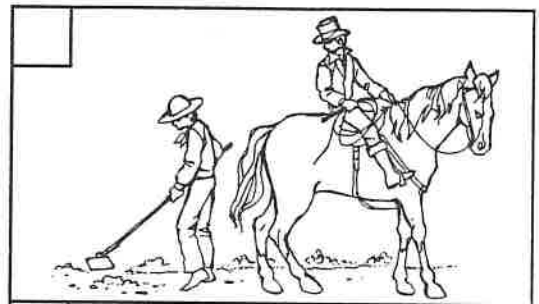
I, **Sori**, was captured by an enemy tribesman in my African homeland. He sold me to a strange man who put me on a ship. Hundreds of us were chained below the deck. There was not even enough room to stand. I traveled like this for many months. Finally I reached a land called America. There I was sold as a slave.

My name is **Fanny**. I was just eight years old when I was sold at an auction. The man who bought me did not buy my sisters, mother, or father. I cried when the man took me away. I never saw my family again.

My name is **Thomas**. From sunrise to sunset I worked the cotton fields for my master along with 50 other slaves. One day the overseer said I wasn't working fast enough and whipped me many times across my back. Everyone watched. Afterward, I was forced to go back to work.

My name is **Lucy**. I owned two slaves. One helped cook and clean and the other one worked on the farm. After my husband died, I would have lost our farm if I hadn't had slaves. I couldn't afford to free my slaves, so I at least treated them kindly.

I, **John**, escaped north to freedom along the Underground Railroad. I walked the river at night and hid during the day. I also stayed in the homes of whites who were against slavery. Finally after walking for weeks I reached Pennsylvania. I was free. After my escape, I returned to the South many times to help other slaves escape.



Circle a name above. Write three questions you would have liked to ask that person.

1. _____
2. _____
3. _____

Challenge! Draw and describe what you think was hardest about being a slave.