

5th Grade E-Learning
January 20, 2020

ELA- Read Paired Text articles (John Brown, Two Harriets) and complete worksheets.

SOCIAL STUDIES- MLK article and worksheet.

SCIENCE - Why Does Matter Matter?

MATH- Review: Decimals, long division, place value.

PE- Follow instructions

ART- Drawing the Cat

MUSIC- Article and worksheet

John Brown's Antislavery Raid

by ReadWorks

Slavery in the United States of America started in British North America during the early colonial days of European settlement on the continent. By 1800, a few northern states had abolished (gotten rid of) slavery. Abolitionism continued to spread throughout the North in the decades that followed. At the same time, southern states saw a rapid expansion of the cotton industry by using slaves as unpaid labor on cotton plantations. By 1860, there were 15 slave states in the South. Four hundred thousand families in these states had slaves in their households. Southern states were threatening to leave the United States in order to protect their growing cotton industry and retain the ability to have slaves.

John Brown was an American abolitionist who had an extreme take on opposing slavery. He believed the only way to end slavery was through armed fighting. In 1846, Brown and his business partner Simon Perkins moved to the city of Springfield, Massachusetts. The city was considered to be ideologically progressive. The Springfield community, including most churches, politicians, and wealthy businessmen, was involved in the antislavery movement. John Brown was a parishioner at the Sanford Street Free Church from 1846 until he left Springfield in 1850. The church was one of the United States' most prominent opponents of slavery and featured many abolitionists in its services to lecture against the evils of slavery, including Sojourner Truth and Frederick Douglass.

While in Springfield, John Brown became deeply involved in helping transform the city into a safe and significant stop on the Underground Railroad. The Underground Railroad was a secret network of houses and routes used by slaves in the United States to escape north to the free states and Canada. It was run with the help of abolitionists and allies, who were both black and white. It is thought that more than 30,000 slaves escaped through the Underground Railroad.



portrait of John Brown

Right before Brown left Springfield, the United States Congress passed the Fugitive Slave Act of 1850. The law mandated that authorities in free states aid in the return of escaped slaves to their Southern owners. The law also imposed penalties on those who helped slaves escape. John Brown founded a group in response to the new law called the League of Gileadites. They were dedicated to defying the new act by helping slaves pass through Springfield. From the founding of the group until the abolition of slavery, not one person was forced back into slavery from Springfield, Massachusetts.

After spending time at his farm in upstate New York in the town of North Elba, Brown returned to New England in November of 1856. He was back in Springfield to raise funds and gather forces for a planned raid on Harpers Ferry. Wealthy merchants financially supported Brown in his antislavery activities. Even though the group of supporters knew Brown would be using its funds to fight slavery, it is unclear how much of Brown's scheme the supporters were aware of.

In the early months of 1859, Brown rented the Kennedy Farmhouse with a small cabin nearby, four miles north of Harpers Ferry in Maryland. There he gathered his arsenal of weapons-rifles, ammunition, and pikes (a pole weapon, with a spear on the end)-and began training his volunteer army. The plan was to capture the federal arsenal at Harpers Ferry and provide local slaves with stolen weapons. Brown believed that armed slaves would revolt against their masters and free more slaves as they spread rebellion through the surrounding areas; however, this was not to be.

On October 16, 1859, John Brown began the raid on Harpers Ferry. At first, the raid went well for him and his 21 men. Brown's men were able to cut the telegraph wire to prevent communication with the government. They also seized a passing train. However, the train was foolishly permitted to continue on. This was a mistake, as the conductor alerted authorities about the raid farther along on his route.

Brown's plan rested on the belief that local slaves would join in the rebellion, but this did not occur. Brown and his men seized the federal arsenal and armory, but without the support of local slaves, Brown was outnumbered. He was surrounded by the local militia and eventually captured by U.S. Marines.

Brown was taken to the courthouse in nearby Charlestown, West Virginia, for trial. He was found guilty of treason, murder, and slave insurrection and was hanged on December 2, 1859. Brown's fellow abolitionists, who mostly disapproved the use of violence, thought the raid was misguided; however, Brown became a martyr for the antislavery cause.

The Two Harriets, Heroines of Abolition

by ReadWorks



Harriet Beecher Stowe



Harriet Tubman

Many people fought against slavery in the United States. They were called abolitionists because they wanted to abolish (get rid of) slavery. Two of the best-known abolitionists were both named Harriet: Harriet Beecher Stowe and Harriet Tubman.

Harriet Beecher Stowe was the sixth of 11 children born to a minister and his wife. She was just five years old when her mother died. At age 13, she started going to a school founded by her sister, where she learned to be a teacher and started writing. She wrote her first book at age 22.

In 1852, her novel *Uncle Tom's Cabin* was published. It quickly became a bestseller. Indeed, it was the most popular book in America. Although the book was fiction, it was based on the lives of real people. The novel tells the story of several slaves, but its main character is Tom, a man with a wife and children. Tom is separated from his family and sold to one plantation owner after another. The last of his owners is a cruel man named Simon Legree. Legree orders Tom to beat the other slaves on his plantation. Tom refuses, so Legree beats Tom. Legree orders his hired hands, called overseers, to kill Tom. While Tom dies, several of the other characters in the book escape from slavery by traveling north to Canada via what was called the Underground Railroad. The Underground Railroad was not an actual railroad, but a network of people who helped shelter and guide slaves to their freedom.

Stowe's novel moved many readers and inspired them to speak out against slavery. Many

plays were performed based on the novel's characters. But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

Like Harriet Beecher Stowe, Harriet Tubman was one of 11 children. Both of Harriet Tubman's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided only by the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about.

Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times. The exact number of slaves that Tubman led to freedom is unknown; a 19th century biography stated that she rescued 300 slaves, while modern historians estimate the total was closer to 70.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Both Harriets lived fruitful lives long past the Civil War. Harriet Beecher Stowe continued to write, publishing more than 30 books. In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. Both spoke out for women's rights. But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.

Name: _____ Date: _____

Use the article "John Brown's Antislavery Raid" to answer questions 1 to 2.

1. Describe John Brown, including his opinion of slavery.

2. Why did John Brown lead a raid on Harpers Ferry? Support your answer with evidence from the article.

Use the article "The Two Harriets, Heroines of Abolition" to answer questions 3 to 4

3. Describe Harriet Beecher Stowe, including her opinion of slavery.

4. Describe Harriet Tubman.

Use the articles "The Two Harriets, Heroines of Abolition" and "John Brown's Antislavery Raid" to answer question 5.

5. Why might Harriet Beecher Stowe have written Uncle Tom's Cabin? Support your answer with evidence from the article.

Use the article "The Two Harriets, Heroines of Abolition" to answer question 6.

6. What actions did Harriet Tubman take against slavery? Support your answer with at least two details from the article.

Use the articles "The Two Harriets, Heroines of Abolition" and "John Brown's Antislavery Raid" to answer questions 7 to 10.

7. Compare John Brown to Harriet Beecher Stowe. Be sure to address their feelings about slavery.

8. Compare John Brown to Harriet Tubman.

9. How might Harriet Beecher Stowe have felt about John Brown's raid on Harpers Ferry? Support your answer with information from both texts.

10. How might Harriet Tubman have felt about John Brown's raid on Harpers Ferry?
Support your answer with information from both texts.

Name: _____

Dr. Martin Luther King, Jr.

by Cynthia Sherwood

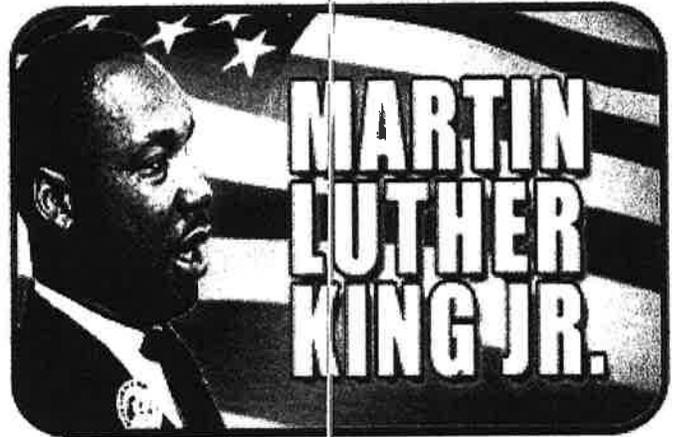
Every January, we honor the man who dreamed of equality for all Americans. Martin Luther King, Jr. fought for civil rights for people of every race. In his most famous speech given in 1963, Dr. King spoke these powerful words:

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

His inspiring speeches and the non-violent protests he led touched the hearts of many Americans and pushed Congress into action. Lawmakers passed the Civil Rights Act of 1964 banning racial segregation in schools, offices, and public places.

Dr. King was born in Georgia in 1929. He attended black-only schools, where he excelled and finished high school at age fifteen. Dr. King continued his education in college and graduate school, and later became pastor of a Baptist church in Atlanta.

He used his leadership to work for civil rights. In 1955, Dr. King helped organize the first large-scale protest by black Americans who were tired of being forced to sit in the back of public buses. The bus boycott lasted more than a year, until the U.S. Supreme Court declared segregation on buses illegal.



Dr. King traveled millions of miles to head up other massive protests against unequal treatment for black Americans. He directed the peaceful march of a quarter-million Americans on Washington, DC, where he delivered his "I Have a Dream" speech. At age thirty-five, Dr. King received the Nobel Peace Prize.

Dr. King was hated by some who opposed his message. He was arrested twenty times, attacked at least four times, and his home was fire-bombed. In 1968 at the age of thirty-nine, Dr. King was assassinated in Memphis, Tennessee. It was a tragic, violent end to a man who preached the importance of peaceful protest.

In recognition of this great civil rights leader, Congress has named the third Monday in January as Martin Luther King Day, a national holiday.

"I Have A Dream"

Name: _____

Dr. Martin Luther King, Jr.

by Cynthia Sherwood



1. In 1956, the U.S. Supreme Court declared that segregation on buses was illegal. What does this mean?
 - a. The court said that white people were now required to sit in the back of the bus.
 - b. The court said that bus companies could not tell passengers where to sit, based on the color of their skin.
 - c. The court required black people and white people to sit next to each other on buses.

2. What type of Civil Rights protests did Martin Luther King Jr. support?
 - a. violent protests
 - b. protests in support of racial segregation
 - c. protests against higher taxes
 - d. peaceful protests without violence

3. How many people attended Martin Luther King Jr.'s "I Have a Dream" speech?
 - a. 100,000
 - b. 250,000
 - c. 500,000
 - d. 1,000,000

4. When is Martin Luther King Jr. Day celebrated?
 - a. in the beginning of January
 - b. on the third Sunday in January
 - c. about mid-January
 - d. the last Monday in January

5. In what year did Martin Luther King Jr. receive the Nobel Peace Prize?
 - a. 1962
 - b. 1964
 - c. 1966
 - d. 1968

Name: _____

Why Does Matter Matter?

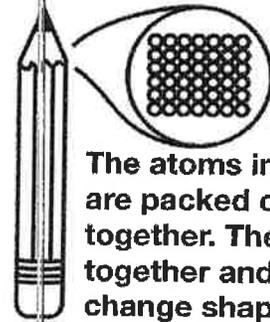
by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

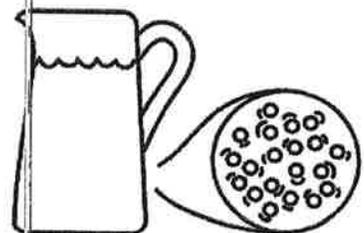
Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

Solid



The atoms in a solid are packed closely together. They bond together and do not change shape.

Liquid

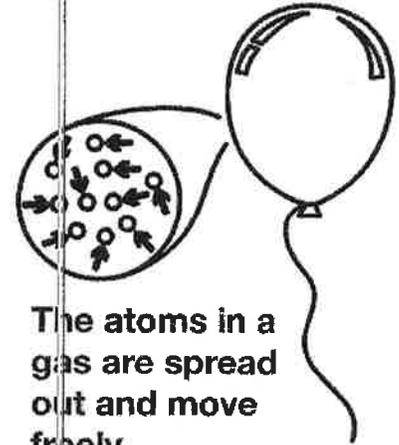


The atoms in a liquid are close together. They slide around.

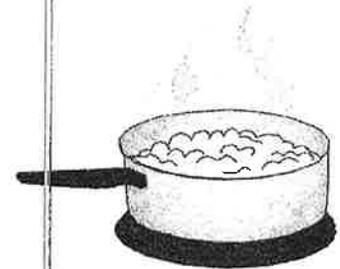
Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.

When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.

Gas



The atoms in a gas are spread out and move freely.



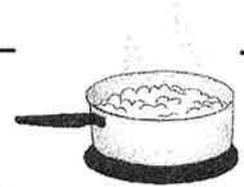
You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.

Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?

Name: _____

Why Does Matter Matter?

by Kelly Hashway



solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

1. The three basic properties of matter are _____,
_____, and _____.
2. All matter is made up of tiny particles called _____.
3. Volume is the amount of _____ that matter takes up.
4. Mass is the amount of _____ an object has.
5. Liquids take the shape of their _____.
6. _____ do not have a definite shape or volume.
7. _____ do not have a definite shape, but they do have a definite volume.
8. _____ have a definite shape and volume.
9. A _____ and _____ are examples of solids.
10. _____ and _____ are examples of liquids.
11. _____ and _____ are examples of gas.
12. Solid ice is _____ when it is changing into a liquid.

Name: _____

Decimal Addition and Subtraction

Rewrite each problem vertically, and solve.

a. $7.9 - 3.47 =$ _____

b. $2.98 + 5.3 =$ _____

c. $2 - 0.43 =$ _____

d. $21 + 4.09 =$ _____

e. $55.78 + 4.6 =$ _____

f. $80.93 - 68 =$ _____

g. $7.05 - 4.6 =$ _____

h. $94 - 4.8 =$ _____

i. $32.15 + 24.15 =$ _____

j. $17.48 + 9.9 =$ _____

k. $123.6 - 0.08 =$ _____

l. $121.99 + 199.7 =$ _____

Name: _____

Advanced Division

$$5 \overline{)9,107}$$

$$8 \overline{)239}$$

$$83 \overline{)15}$$

$$4 \overline{)5,721}$$

$$9 \overline{)6,402}$$

$$8 \overline{)957}$$

$$58 \overline{)1,288}$$

$$31 \overline{)7,321}$$

$$70 \overline{)239}$$

Name: _____

Digit Values

What is the value of the underlined digit?

5,632,814 - The value of the digit 5 is **5 millions**, or **5,000,000**.

5,632,814 - The value of the digit 6 is **6 hundred-thousands**, or **600,000**.

5,632,814 - The value of the digit 3 is **3 ten-thousands**, or **30,000**.

5,632,814 - The value of the digit 2 is **2 thousands**, or **2,000**.

5,632,814 - The value of the digit 8 is **8 hundreds**, or **800**.

5,632,814 - The value of the digit 1 is **1 tens**, or **10**.

5,632,814 - The value of the digit 4 is **4 ones**, or **4**.



Write the value of the underlined digit.

a. 7,198,752 - _____

b. 8,256,726 - _____

c. 1,071,861 - _____

d. 5,472,261 - _____

e. 6,896,804 - _____

f. 472,861 - _____

g. 3,467,530 - _____

h. 5,707,501 - _____

7, 4 5 6, 8 0 2

i. In the number above, which digit has the greatest value? _____

j. In the number above, which digit has the least value? _____

k. What is the value of the digit in the ten-thousands place of the number above? _____

l. What is the value of the digit in the hundred-thousands place of the number above? _____

PE - Digital Learning Day 1/20/20

The purpose of this task is to get your heart rate up like you would in PE class.

You will need 2 soup cans (or something similar) to complete the task.

1. Play a song that you like.
2. 10 Jumping Jacks
3. 5 Push-ups (try for 10)
4. 10 Curl ups
5. 10 Bicep curls with soup cans (hold cans in front of you and pull them up to your shoulders)
6. 10 mountain climbers
7. 10 Shoulder press with soup can (Hold cans and push up them up)
8. 10 seconds - run in place
9. Rest 30 seconds and repeat until song is complete (3-4 times).

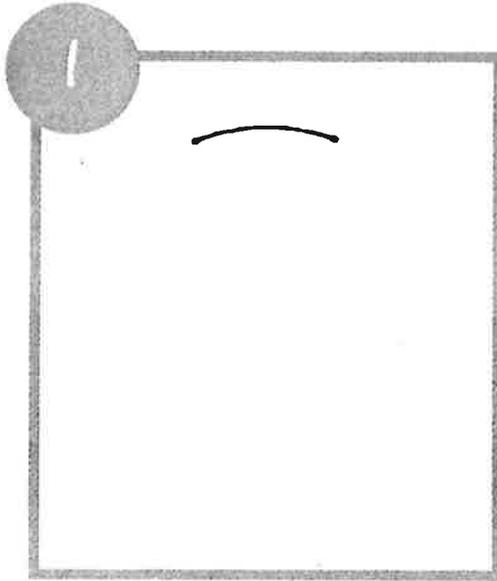
Walk around the house for 3-5 minutes (do not sit down)

Pick another song and do it again!

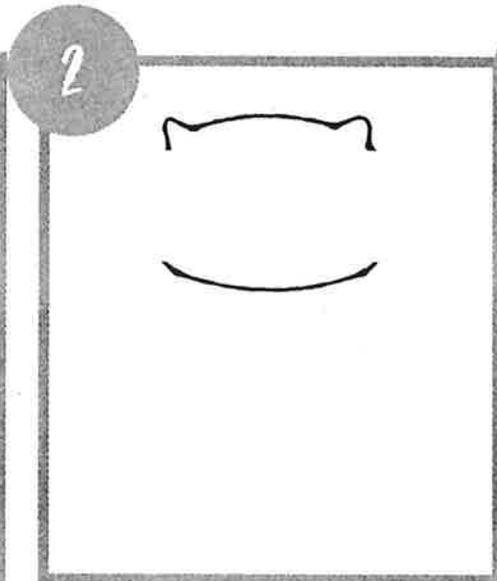
Name: _____ Grade: _____

Parent Signature: _____

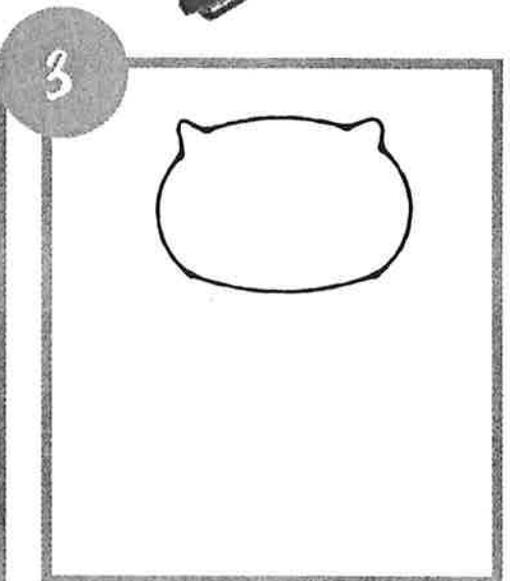
DRAWING THE CAT



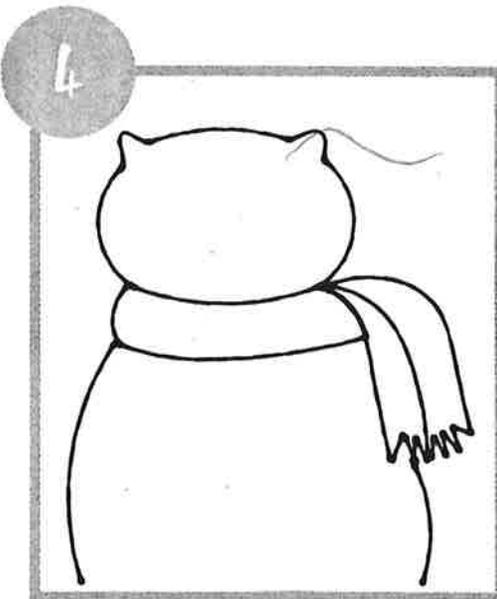
Using a black Sharpie, draw a slight curved line toward the top of the paper.



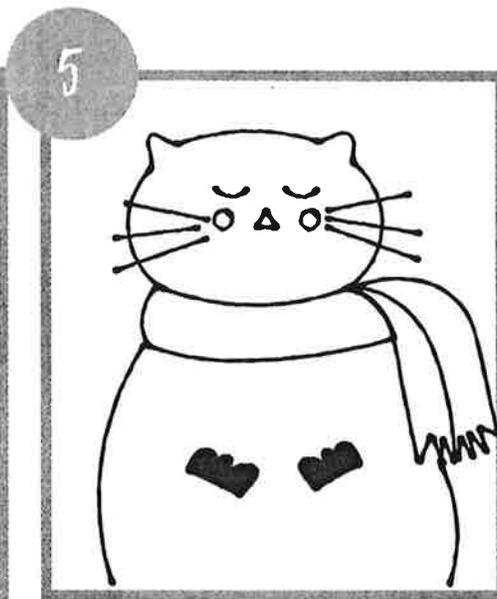
Add rounded triangles for ears and a slight curved line for chin/scarf.



Round out sides of face with curved lines.



Add curved lines for scarf. Draw lines to complete body.



Draw small circles for cheeks, a triangle nose, lines for eyes & whiskers. Create three bumps for paws and color them black.



Decorate scarf with leaves, dots, snowflakes, etc. Add a cup of hot cocoa, a heart, flowers, etc. in the cat's paws. Add details to background.

Digital Learning Days - January 20, 2020

Middle School Music

Read the article on the Renaissance and complete the worksheet on the other side of the page. All answers should be able to be found in the reading. If you have any questions regarding this, I will be available by email from 8:00 AM to 1:00 PM. My email is mhynek@kings144.org.

The Renaissance (1400–1600 C.E.)

ABOUT THE RENAISSANCE . . .

The Renaissance brought an explosion of new ideas and advancements in art, architecture, science, and philosophy. The period was called the “Renaissance” (the French word for rebirth) because artistic ideals from ancient Greece were rediscovered. The flowering of knowledge and learning was made possible by the wealth of a growing middle class of merchants in European cities who had extra money to spend on art, luxury items, and education. The Catholic Church had offered relief during the misery of the Middle Ages (400–1400), but during the Renaissance, people did not focus so much on going to heaven after death because they had hope for a good life on earth.

Artists during the Renaissance stressed proportion and perfect beauty in their sculpture and painting. Michelangelo Buonarroti (1475–1564) of Italy was one such artist. His architecture also copied the simple beauty of Greek temples, such as in St. Peter’s Basilica in Rome, Italy.

The ideal Renaissance man had many talents and vast knowledge. Leonardo da Vinci (1452–1519) of Italy, for example, was an artist, musician, scientist, and intellectual. He invented many machines, some of which could never be made during his lifetime due to their advanced designs.

RENAISSANCE MUSIC

Music was a large part of everyday and religious life during the Renaissance. Music notation became more standardized and more like the music notation we use today. The invention of the printing press meant that music could be mass-produced and distributed throughout Europe, so music reached more people.

The madrigal was a secular poetic and musical form that emerged during the 14th century. For most of the Renaissance, it was an extremely popular musical form throughout Europe. Madrigals were songs for one or more voices sometimes accompanied by the lute, a stringed instrument used in the Renaissance. Generally the words of the madrigal were poems about life, beauty, or emotions. While vocal music continued to be most important during the Renaissance, music written especially for instruments became increasingly popular. Important Renaissance composers include Clement Janequin, Tielman Susato, Giovanni Pierluigi da Palestrina, William Byrd, Giovanni Gabrieli, and Claudio Monteverdi.

RENAISSANCE MUSICAL STYLE

Renaissance music became increasingly polyphonic, with multiple melodies played simultaneously. As the madrigal form developed, harmonies became bolder and chromaticism, or the use of notes outside of the prevailing key, occurred frequently.



Italian composer Giovanni Gabrieli is shown holding a lute in this portrait by Annibale Carracci (c.1600).



The dome of the Basilica di Santa Maria del Fiore (also called Florence Cathedral), was engineered by Filippo Brunelleschi in the 15th century, and it marked a break from the Medieval Gothic style represented by the rest of the cathedral.

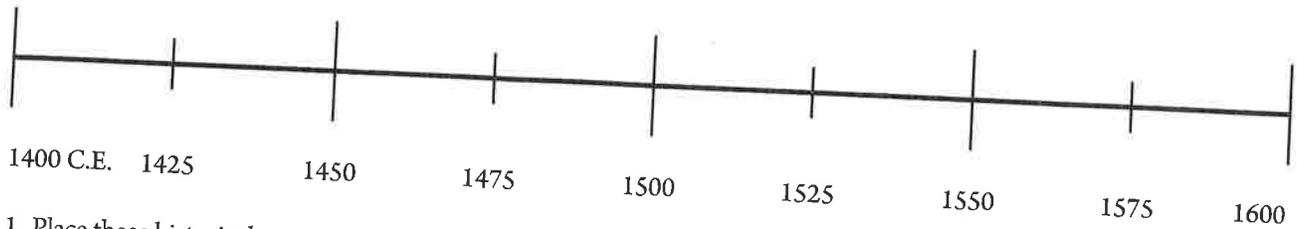
Dynamics, phrasing, tempo, and preferred instrument choice were not commonly indicated in the music. The music director had to decide which instruments would be used for a piece, which usually depended upon what instruments were in the court’s instrument collection.

INSTRUMENT UPDATE

The most popular instrument during the Renaissance was the lute—a wooden, plucked-string instrument, roughly similar to the modern guitar. Lutes were constructed in a wide variety of sizes. Another common stringed instrument was the viol, which also came in various sizes. Viols were usually played by resting them on a knee or by holding them between the legs. They were played with a bow like the stringed instruments of today’s orchestra. Wind instruments included the cornet, trumpet, flute, shawm, and sackbut. The sackbut, or trombone, had the same long, sliding tube that it does today.

Instruments during the Renaissance were often grouped into consorts, or combinations of instruments. A whole consort is made up of a family of instruments ranging from bass (low-pitched and large) to soprano (high-pitched and small). Broken consorts are groups of different types of instruments, such as string and woodwind, playing polyphonic music together. An organ or a harpsichord, which is similar to a piano but the strings inside are plucked rather than struck with mallets, provided a unifying sound to the broken consort.

The Renaissance (1400–1600 C.E.)



1. Place these historical events at the correct place on the timeline by inserting a vertical line and the corresponding letter.
 - a. The Gutenberg printing press is invented (1450)
 - b. Columbus discovers North America (1492)
 - c. Michelangelo paints the Sistine Chapel (1508–1512)
 - d. Shakespeare writes his play *Romeo and Juliet* (1595)
2. What does "Renaissance" mean?
3. What was the importance of the printing press to music?
4. Were vocal and instrumental music equally popular? If not, which was more popular?
5. How did people decide which instruments to play with each piece?
6. Fill in the letter of the description that best matches each word or phrase.

<p>_____ chromaticism</p> <p>_____ lute</p> <p>_____ madrigal</p> <p>_____ viol</p> <p>_____ consort</p>	<p>a. combination of instruments, usually from one family of instruments</p> <p>b. the use of notes outside the prevailing key</p> <p>c. wooden, plucked-stringed instrument, roughly similar to the modern guitar</p> <p>d. popular poetic, secular musical form</p> <p>e. stringed instrument played with a bow like the stringed instruments of today's orchestras</p>
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7. Name at least two composers from the Renaissance Period.