



**5<sup>th</sup> Grade**  
**Covid-19 Quarantine**  
**Week # 3 Packet**

**Wednesday**

- Math – Reteach 81
- Science – Day 1
- Writing – Read through science worksheets and do your Pre-Write
- Social Studies – Read Brief #1 and answer questions (no Reading or Spelling this week)

**Thursday**

- Math – Reteach 82
- Science – Day 2
- Writing – Rough Draft
- Social Studies – Read Brief #2 and answer questions

**Friday**

- Math – Reteach 83
- Science – Day 3
- Writing – Have Parent / Sibling Edit your Rough Draft
- Social Studies – Read Brief #3 and answer questions

**Monday**

- Math – Reteach 84
- Science – Day 4
- Writing – Revise Draft (Start your Final)
- Social Studies – Read Brief #4 and answer questions

**Tuesday**

- Math – None
- Science – None
- Writing – Finish your Final Draft (Neat Handwriting or type please)

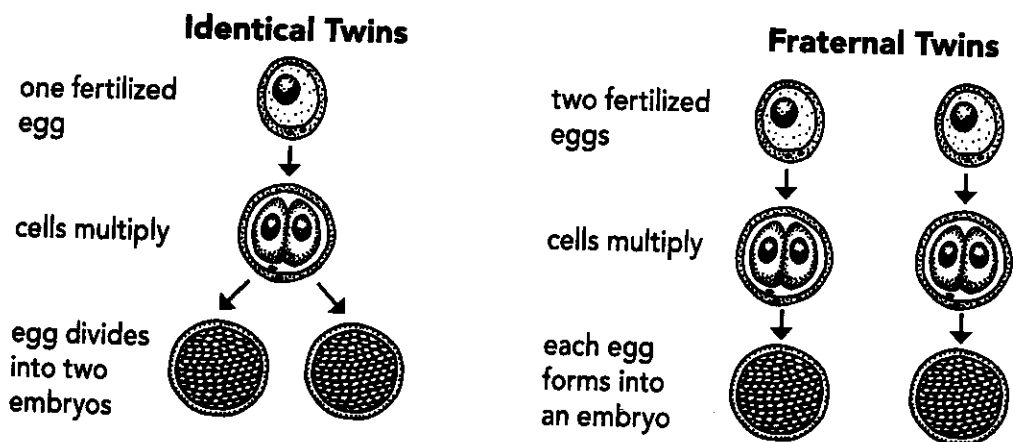
Name \_\_\_\_\_

**Weekly Question**

# Are identical twins exactly alike?

A common belief about identical twins is that they are exactly the same. They look alike, they act alike, and they think alike. But the term "identical" might be misleading. Identical twins are called **monozygotic** twins. *Monozygotic* means that the twins form from a single fertilized egg. The fertilized egg, called a zygote, splits into two parts after conception. This results in two individual **embryos**. The embryos will always be the same sex—either two boys or two girls.

Identical twins are different from fraternal twins. Fraternal twins develop when two separate eggs are fertilized by two sperm. Fraternal twins can be the same sex, or they can be a boy and a girl.



**Vocabulary**

**embryo**  
EM-bree-oh  
an unborn offspring  
in development

**monozygotic**  
ma-noh-zie-GAH-tik  
formed from a single  
fertilized egg

A. How are identical twins and fraternal twins alike? How are they different?

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B. The prefix *mono-* means "single." Why do you think identical twins are called monozygotic?

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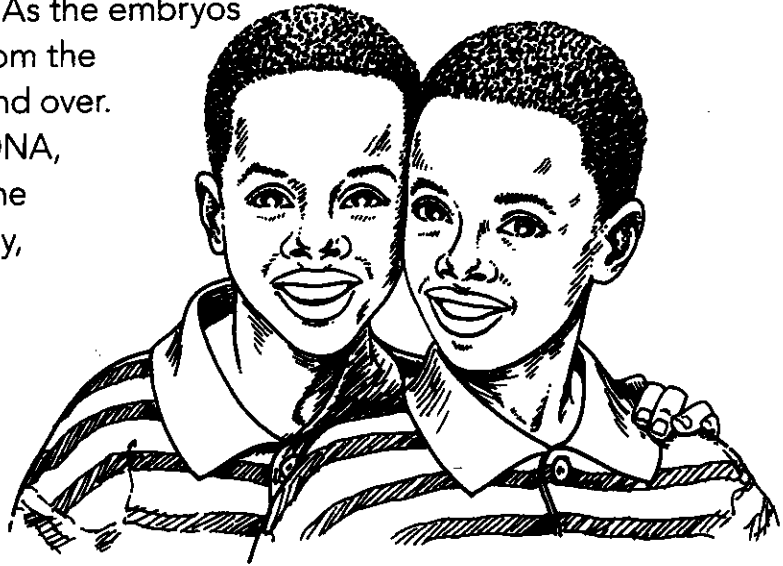
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**Weekly Question**

# Are identical twins exactly alike?

What makes identical twins so similar? Unlike fraternal twins, identical twins inherit the same set of chromosomes from their parents. A single fertilized egg contains 23 pairs of chromosomes, half from the father and half from the mother. Since fraternal twins come from two separate fertilized eggs, they share only about 50% of the same genetic material—the same amount as siblings born at different times. However, because identical twins come from the same fertilized egg, they share the same DNA.

After a fertilized egg divides into two embryos, the cells of each embryo continue to multiply. As the embryos grow, the set of genes inherited from the original zygote copies itself over and over. Since they started with the same DNA, monozygotic twins are born with the same **genome**. They are, essentially, genetically identical.



**WEEK 4**

**Vocabulary**

**genome**

JEE-nohm

*the complete set of genes in an organism*

Write true or false.

1. Identical twins share more genetic material than fraternal twins.
2. Fraternal twins have more genes in common than regular siblings do.
3. Identical twins have the same DNA.
4. Parents give each identical twin a separate set of chromosomes.
5. Identical twins share about 50% of their genes.

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Name \_\_\_\_\_

**Weekly Question**  
**Are identical twins exactly alike?**

Daily Science  
**Big Idea 1**  
**WEEK 4**

Although twins share the same genetic makeup, no two life experiences are exactly the same. The slightest changes in environment can alter a person's traits. In fact, before identical twins are even born, they may go through some changes. For example, most identical twins share a placenta, which is an organ that develops in the mother during pregnancy and provides the fetus with oxygen and nutrients. If one fetus receives more nutrients from the placenta than the other, that baby may weigh more or be taller at birth.

Life experiences outside the womb also impact the development of twins. Studies show that identical twins who live apart have more differing traits than those who grow up in the same household. However, even twins who go to the same school and participate in the same activities do not have exactly the same traits. Many circumstances can lead to differences in children's personalities, interests, and even appearances. For example, one twin could be influenced by a separate group of peers, and thus listen to different music, be more outgoing, and wear different clothes than the other twin. Only the traits that are determined by genes alone, such as eye color, are identical in monozygotic twins.



**A. How do life experiences inside and outside of the womb impact a person's traits?**

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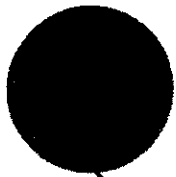
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**B. What kind of changes in appearance could an identical twin make that are not determined by genetics?**

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Name \_\_\_\_\_



### **Weekly Question**

# **Are identical twins exactly alike?**

Because life experiences and environment can influence traits, identical twins are not exactly alike. In addition, recent research indicates that monozygotic twins may even have some genetic differences. Natural chemical changes occur within a person's genome as he or she ages. The changes act like a gas pedal or a brake, marking certain genes for higher or lower activity. These chemical changes are referred to as the **epigenome**. Scientists have discovered that identical twins are born with a similar epigenome, but as they age, their epigenomes become less and less alike.

In addition to changes in the epigenome, scientists have discovered that not all monozygotic twins are born with the exact same DNA. During early development of the embryos, identical twins might undergo hundreds of genetic mutations called **copy errors**. These copy errors could result in genetic differences between identical twins ranging from personality traits to whether or not a twin suffers from certain diseases.



**WEEK 4**

**Vocabulary**  
**epigenome**  
eh-pih-JEE-nohm  
*a record of the chemical changes to the DNA of an organism*

**A. Name two ways that identical twins can be genetically different.**

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**B. Why is the term "identical twins" misleading? Explain your answer.**

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Scientists have debated the impact of "nature" (genetics) versus "nurture" (environment) on a person's development for many decades. Which do you think is more important—nature or nurture? Discuss with a partner.

Name: \_\_\_\_\_ Writing Assignment # 3

Directions: Use the Daily Science Big Idea 1 Week 4 Weekly Question “Are identical twins exactly alike?” to write an informative essay on the topic. The essay should be a minimum of 5 paragraphs in length. With the introduction and conclusion paragraphs being no less than three sentences, while the body paragraphs are no less than five sentences. You are expected to use direct quotes from the text to support your position. Remember, that when you use someone else’s information, you must put it between quotation marks “like this” and state who actually said that information and where you got it. However, do not just copy the information, you must include your own words when answering the prompt question.

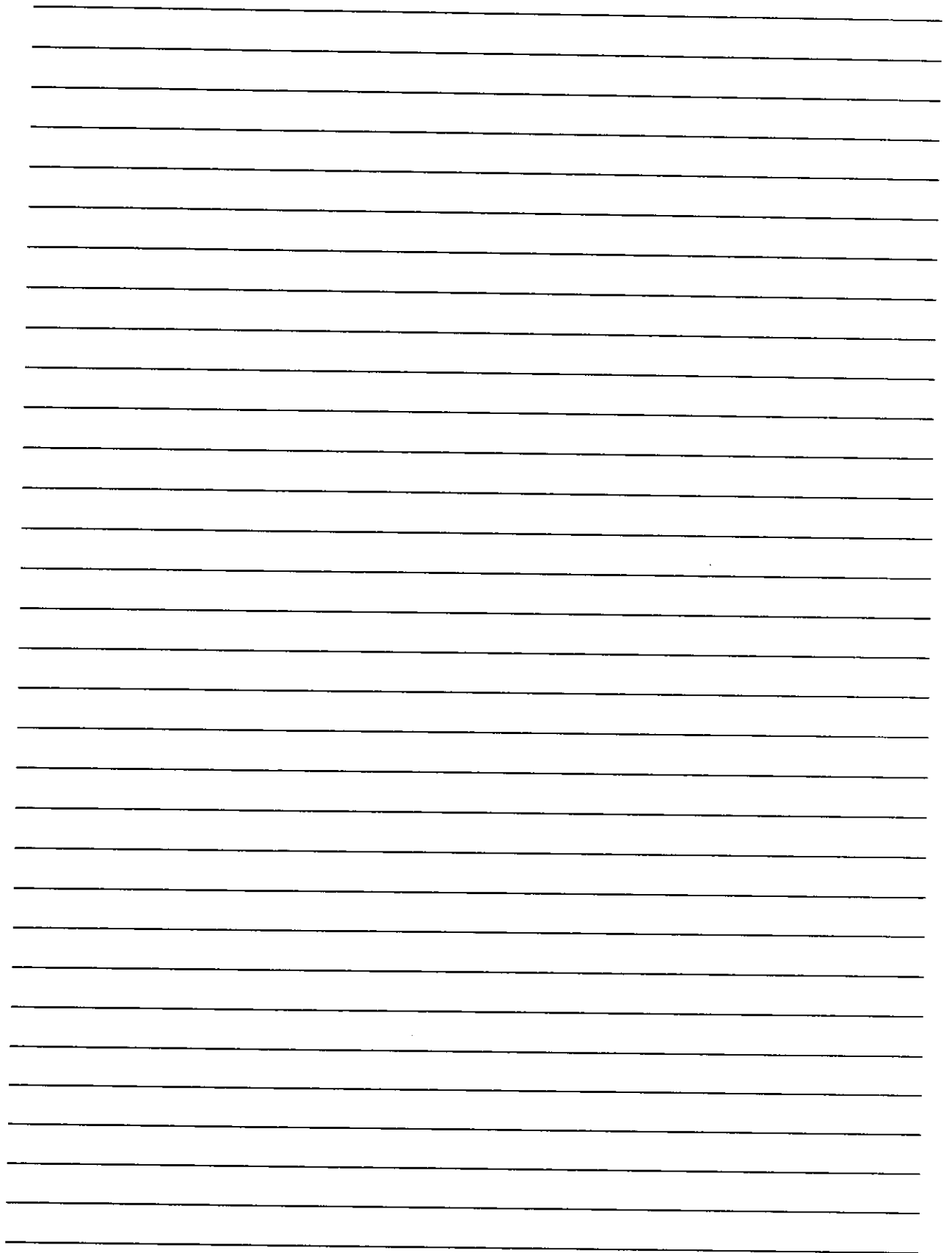
Prompt Question

**Are identical twins exactly alike?**

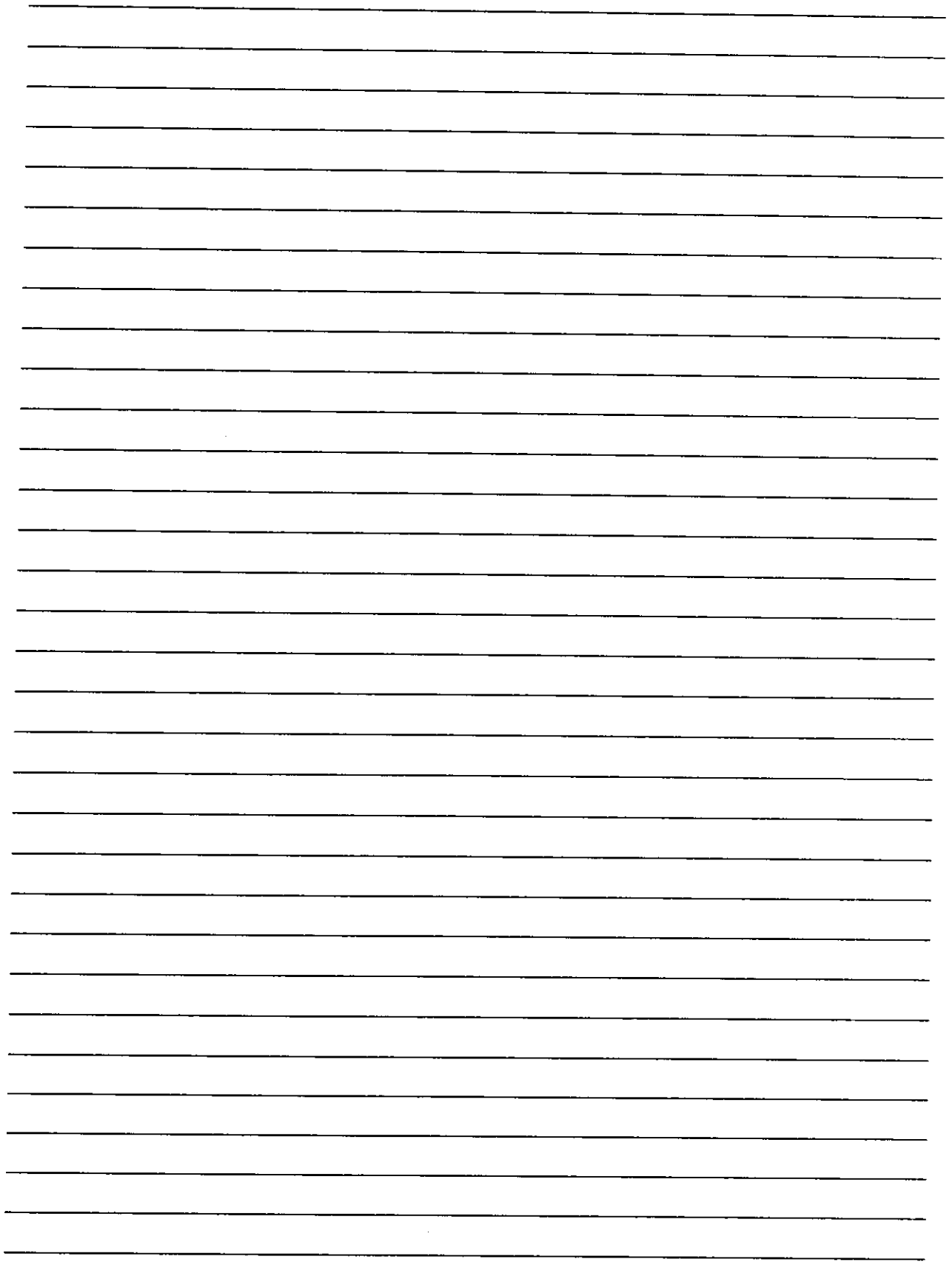
Use this space to perform Pre-writing for your essay.











### • Arithmetic with Units of Measure

- If units are not the same, convert first.

**Example:**  $2 \text{ ft} + 12 \text{ in.} \rightarrow 24 \text{ in.} + 12 \text{ in.}$  or  $2 \text{ ft} + 1 \text{ ft}$

- To add or subtract measures, keep the unit.

**Example:**  $24 \text{ in.} + 12 \text{ in.} = 36 \text{ in.}$  or  $2 \text{ ft} + 1 \text{ ft} = 3 \text{ ft}$

- To multiply measures, multiply the units.

**Example:**  $2 \text{ cm} \times 3 \text{ cm} = 2 \cdot 3 \text{ cm} \cdot \text{cm}$

$$\begin{array}{r} \underline{\quad} \quad \underline{\quad} \\ 6 \quad \text{cm}^2 \end{array}$$

- To divide measures, divide the units.

**Example:**  $\frac{21 \text{ cm}^2}{7 \text{ cm}} = \frac{\overset{3}{\cancel{21}}}{\cancel{7}} \frac{\text{cm} \cdot \text{cm}}{\text{cm}} = 3 \text{ cm}$

- Some units will not reduce.

**Example:**  $\frac{300 \text{ mi}}{6 \text{ hr}} = \frac{\overset{50}{\cancel{300}}}{\cancel{6}} \frac{\text{mi}}{\text{hr}} = 50 \frac{\text{mi}}{\text{hr}}$

### Practice:

Simplify 1–6.

1.  $3 \text{ ft} - 4 \text{ in.} =$  (Write the difference in inches.) \_\_\_\_\_

2.  $2 \text{ ft} - 10 \text{ in.} =$  (Write the difference in inches.) \_\_\_\_\_

3.  $4 \text{ ft} + 6 \text{ in.} =$  (Write the sum in inches.) \_\_\_\_\_

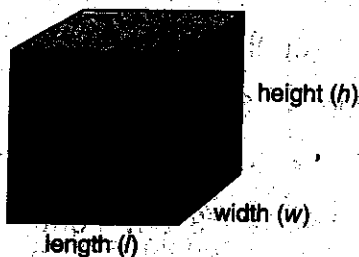
4.  $3 \text{ ft} \times 6 \text{ ft} =$  \_\_\_\_\_

5.  $\frac{25 \text{ cm}^2}{5 \text{ cm}} =$  \_\_\_\_\_

6.  $\frac{500 \text{ mi}}{10 \text{ hr}} =$  \_\_\_\_\_

• **Volume of a Rectangular Prism**

- The **volume** of a shape is the amount of space the shape occupies. Volume is measured in **cubic width**.



•  $V = lwh$  (volume = length  $\times$  width  $\times$  height)

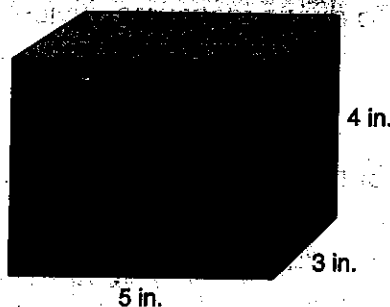
**Example:** What is the volume of this rectangular prism?

$$V = lwh$$

$$V = (5)(3)(4)$$

$$V = 60 \text{ in.}^3$$

(in.<sup>3</sup> means cubic inches)



**Practice:**

1. What is the volume of a shoe box that is 11 inches long, 6 inches wide, and 4 inches high? \_\_\_\_\_



2. What is the volume of this rectangular prism? \_\_\_\_\_

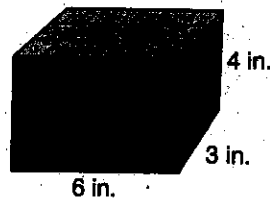


3. What is the volume of a cube that has edges 5 inches long? \_\_\_\_\_

4. How many 1-centimeter sugar cubes would be needed to form this rectangular prism? \_\_\_\_\_



5. What is the volume of this rectangular prism? \_\_\_\_\_





**• Order of Operations, Part 2****Order of Operations**

1. Parentheses
2. Multiply and divide, in order, left to right.
3. Add and subtract, in order, left to right.

<b>Example:</b>	$2(8 + 6) + 15 \div 5$	original problem
	$\underline{2(14)} + \underline{15 \div 5}$	simplified parentheses
	$28 + 3$	multiplied and divided
	$31$	added

**Practice:**

Simplify 1–6.

1.  $3 \times 3 + 4 \times 5 = \underline{\hspace{2cm}}$

2.  $6 \times 5 - 7 \times 2 = \underline{\hspace{2cm}}$

3.  $2 + 8 \times 2 - 5 = \underline{\hspace{2cm}}$

4.  $10 + 9 \div 3 - 6 = \underline{\hspace{2cm}}$

5.  $6 \times 4 + 3 \times 2 = \underline{\hspace{2cm}}$

6.  $3 \times (3 + 4) \div 4 = \underline{\hspace{2cm}}$

# Slavery in America

## Brief #1

### Focus

In 19th century America, millions of people lived as slaves.

The practice of slavery began in the United States in the 17th century. It wasn't long after the first English colonies began that slaves were imported to the new colonies. The people that were brought to America were taken from West Africa. **The practice of forcing Africans to colonies in North America and South America was called the Atlantic Slave Trade.**

Most of the slaves in the United States lived in the Southern states. That was because the economy in these states was based on farming. The plantation owners needed a large labor force to harvest cotton and tobacco. In 1860, about four million slaves lived in the southern United States. Slaves were not paid for the work they did. The plantation owners made more money because they didn't have to pay people to work on their farms.



### Abolitionists

Many people in the United States thought that slavery was wrong. Most of these people lived in Northern states. They were called abolitionists. **An abolitionist was a person who wanted to stop the practice of slavery in the United States.** Slavery was illegal in the Northern states.

Most people who lived in the South disagreed. Southerners had been using slaves for over a hundred years. They felt each state should decide whether they wanted or didn't want slavery. The Southern states didn't want the Northern states telling them what they could and couldn't do.



### The Missouri Compromise

Because the Northern and Southern states disagreed over slavery, they had to make many compromises over the issue. You may remember the Three-Fifths Compromise that was reached at the Constitutional Convention.

In 1819 the U.S. had 22 states. Eleven of them were free states. Free states were states in which slavery was illegal. The other eleven states were slave states, or states where slavery was legal. But what would happen when a new state wanted to enter the Union? Would it be a slave state or a free state?

In 1820, Senator Henry Clay made a suggestion. His suggestion was called The Missouri Compromise. **The Missouri Compromise said that any new states located north of the Missouri Compromise line would be free states. Any new states located south of the Missouri Compromise line would be slave states.**

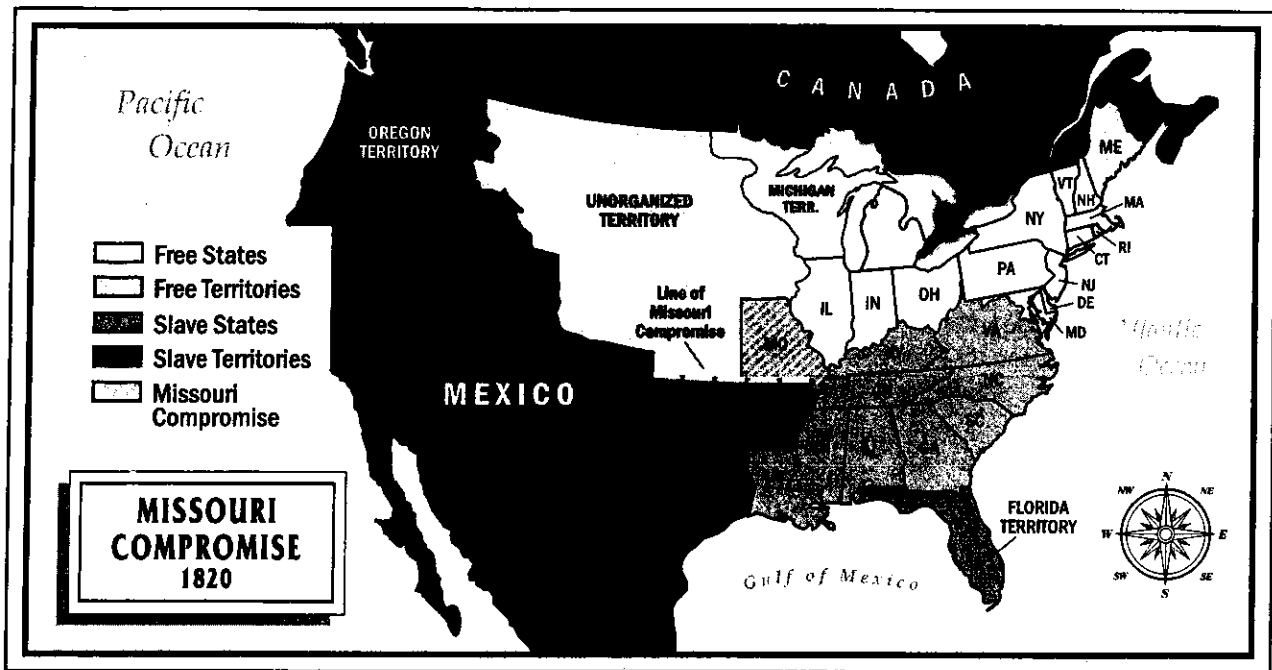
### Vocabulary

1. Atlantic Slave Trade
2. Abolitionist
3. Missouri Compromise
4. Kansas-Nebraska Act



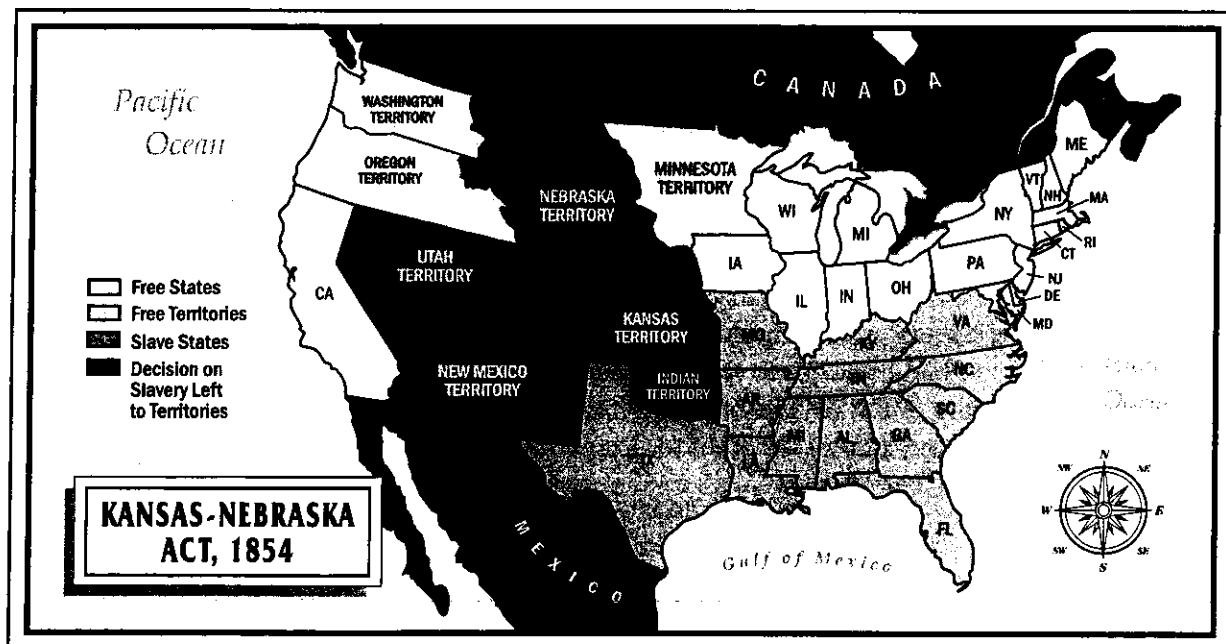
# Slavery in America

## Brief #1 (cont.)



### The Kansas-Nebraska Act

After the United States won the Mexican War, the country gained a lot of new land. The Missouri Compromise would no longer work because there was more land north of the Missouri Compromise line than south of it. To keep the Northern and Southern states from breaking away from the Union, the Kansas-Nebraska Act was passed. **The Kansas-Nebraska Act of 1854** said that each state could vote and decide for itself whether or not to allow slavery.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **CIVIL WAR AND RECONSTRUCTION**

### **SLAVERY IN AMERICA – BRIEF #1**

Directions: Read Brief #1 and answer each question carefully. Fill in the correct answer circle.

1. The practice of forcing Africans to come to North America and South America and then selling them was:
  - (a) the Pacific Slave Trade
  - (b) the Caribbean Slave Trade
  - (c) the Atlantic Slave Company
  - (d) the Atlantic Slave Trade
  
2. What was the advantage of owning slaves?
  - (a) more profit
  - (b) less profit
  - (c) more prestige
  - (d) none of these
  
3. A person who wanted to stop the practice of slavery was called:
  - (a) a freeman
  - (b) an abolitionist
  - (c) a John Browner
  - (d) a member of the Underground Railroad
  
4. What did the Missouri Compromise try to settle?
  - (a) voting right of slaves
  - (b) the balance of free states and slave states
  - (c) state's rights
  - (d) Northern aggression toward Southern states
  
5. Which act said that each state could decide whether or not they wanted slavery?
  - (a) Kansas Act
  - (b) Kansas-Missouri Act
  - (c) Kansas-Nebraska Act
  - (d) The Missouri Compromise Line Act

# Resistance to Slavery and Secession

## Brief #2

### Focus

Slaves, free blacks,  
and whites  
struggled against  
slavery.

If you were a slave in America, it meant that you had no freedom. You were considered to be the property of another person.

Slaves did not have any rights. They were told when to rise in the morning and what to do. They were not allowed to go to school or learn how to read or write. They earned no money for all their hard work.

Slaves were often treated very badly. Many were beaten and humiliated. If you were a slave, you could be sold and have to leave your mother and father or your sisters and brothers.

Enslaved people fought against slavery in many different ways. Some refused to do any work. Others pretended to be sick. Some slaves broke the tools they needed to work with on purpose. Many slaves continued to do their work, but just did it very slowly.



### The Underground Railroad

Many slaves escaped on the Underground Railroad. **The Underground Railroad was a group of secret roads and safe houses that slaves used to escape slavery and gain their freedom.** The routes led to Northern states and to Canada. Along the journey, slaves would stay in the safe houses. Many of these were the homes of abolitionists. They would help by hiding the slaves. Thousands of slaves escaped from slavery on the Underground Railroad.

Harriet Tubman was an African-American woman who was born into slavery. In 1849, she escaped from the south and went to Philadelphia. After she gained her freedom, she went back to the Southern states and rescued many slaves on the Underground Railroad.

Traveling on the Underground Railroad was dangerous. There were laws against helping slaves to escape. If the slaves were caught, they were taken back to the plantations. If people were caught helping slaves escape, they could be fined and put into jail.



### Slavery Divides the Nation

The United States became more and more divided over the issue of slavery. People in the Northern states believed that slavery was immoral. They did not feel that one person had the right to own another person. But people in the South disagreed. They believed that the Constitution gave them the right to decide for themselves what they wanted.

### Vocabulary

1. Underground Railroad
2. secede

# Resistance to Slavery and Secession

## Brief #2 (cont.)



### Abraham Lincoln

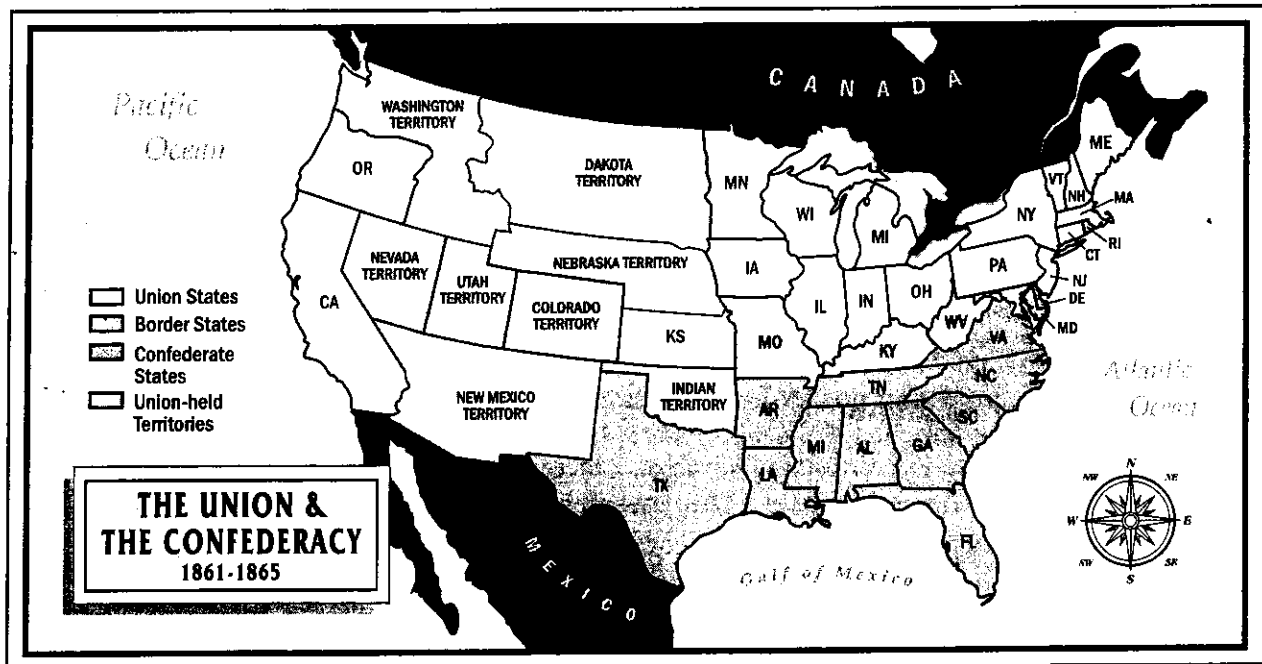
Abraham Lincoln was elected President of the United States in 1860. He became the 16th president. Lincoln believed that slavery was wrong. Because of his beliefs, no one from the Southern states voted for him.



### The South Secedes

Lincoln's election scared people living in the Southern states. They feared that Lincoln would try to put an end to slavery. Because of this, eleven Southern states seceded from the United States. **Secede means to leave or break away from a country.** These states called themselves the Confederate States of America. Jefferson Davis became the first President of The Confederacy.

The 23 states that did not break away were called the Union. There were four states that were undecided about whether or not to secede from the Union. They were called *border states* because they were in between the Union and the Confederacy.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **CIVIL WAR AND RECONSTRUCTION**

### **RESISTANCE TO SLAVERY AND SECESSION – BRIEF #2**

Directions: Read Brief #2 and answer each question carefully. Fill in the correct answer circle.

1. How did slaves themselves fight against slavery?
  - (a) they beat the people who owned them
  - (b) they put poison in the food
  - (c) they worked very slowly
  - (d) all of these
  
2. What was the Underground Railroad?
  - (a) an escape route for slaves seeking freedom
  - (b) a train ride from Georgia to Rhode Island
  - (c) the name of Harriet Tubman's autobiography
  - (d) a secret slave society
  
3. Who was elected President of the United States in 1860?
  - (a) Andrew Johnson
  - (b) Abraham Lincoln
  - (c) Ulysses S. Grant
  - (d) Jefferson Davis
  
4. Why did the South secede from the Union?
  - (a) they wanted to form an alliance with Mexico
  - (b) they feared that Lincoln would end slavery
  - (c) the Northern states had passed unfair taxes on them
  - (d) none of these

# The Civil War Begins

## Brief #3

### Focus

The Civil War began  
in April of 1861.

The Civil War in the United States began in April of 1861. *Civil War* means that the people who are fighting are from the same country.

During the Civil War in the United States, American soldiers from the Northern states (Union) fought American soldiers from the Southern states (Confederacy). Over three million Americans fought during the Civil War.



### Fort Sumter

Once the Southern states seceded from the Union, the Confederate Army took over most of the forts in the south except for Fort Sumter. Fort Sumter is located in the harbor of Charleston in South Carolina. The Union Army had control of this fort.

Confederate General Beauregard demanded that the Union Army surrender the fort. The Union Army refused. On April 12th, 1861, the Confederate Army attacked the fort. The Union surrendered and left. Fort Sumter was the first battle of the Civil War.



### Battle of Gettysburg

The Battle of Gettysburg began on July 1, 1863. It took place on a field in Gettysburg, Pennsylvania. This battle is thought to be the turning point of the Civil War. At Gettysburg, the Union Army stopped the Confederate Army from advancing farther into the Northern states.

The Battle of Gettysburg lasted for three days. Over 6,000 soldiers, both Union and Confederate, were killed in the fight.



### Gettysburg Address

In November of 1863, President Abraham Lincoln gave a speech at the site of the battle. **This speech is called the Gettysburg Address.** Here is a part of that famous speech:

*Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.*

*Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who have gave their lives that that nation might live. It is altogether fitting and proper that we should do this.*

### Vocabulary

1. Gettysburg Address
2. Emancipation Proclamation

# The Civil War Begins

## Brief #3 (cont.)



### Civil War Battles

There were many battles during the Civil War. More Americans were killed or wounded during the Civil War than during any other war that the United States has fought.

### Major Battles of the Civil War

Battle	Casualties	Winner
Gettysburg	51,112	Union
Chickamauga	34,624	Confederacy
Chancellorsville	30,099	Confederacy
Spotsylvania	27,399	Confederacy
Antietam	26,134	Union
Wilderness	25,416	no clear winner
Second Manassas	25,251	Confederacy
Stone's River	24,806	Union
Shiloh	23,741	Union
Fort Donelson	19,255	Union



### Emancipation Proclamation

In 1863, Lincoln issued a statement called the Emancipation Proclamation. The Emancipation Proclamation said that all the people who were being held as slaves in the United States were free. But this did not end the Civil War or slavery.



### The End of the Civil War

The Civil War continued until April of 1865. Union troops advanced into the Southern states. They burned and destroyed Southern cities like Atlanta and Savannah. The Union troops caused so much destruction that the Confederacy could not hold out against them.

The Civil War began in April of 1861. In April of 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at the Appomattox Court House in Virginia.

The Union had won. But nearly 600,000 American soldiers, both Union and Confederate, had died.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **CIVIL WAR AND RECONSTRUCTION**

### **THE CIVIL WAR BEGINS – BRIEF #3**

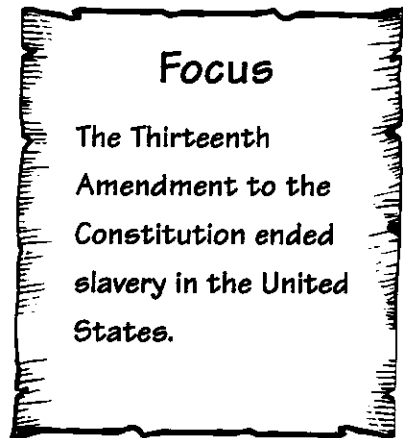
Directions: Read Brief #3 and answer each question carefully. Fill in the correct answer circle.

1. What was the Confederacy?
  - (a) the Southern states that seceded from the Union
  - (b) the Northern states
  - (c) the Border states
  - (d) Kansas and Nebraska
  
2. In what year did the Civil War begin?
  - (a) 1860
  - (b) 1865
  - (c) 1803
  - (d) 1861
  
3. A civil war is fought between:
  - (a) people from the same country
  - (b) people from different countries
  - (c) slaves and free people
  - (d) free people and Indians
  
4. What was the first battle of the Civil War?
  - (a) Battle of Gettysburg
  - (b) Battle of Shiloh
  - (c) Battle of Bull Run
  - (d) Battle of Fort Sumter
  
5. What is the Emancipation Proclamation?
  - (a) Lincoln's statement that says that all slaves in the U.S. are free
  - (b) the same as the Thirteenth Amendment
  - (c) a speech given at Gettysburg, Pennsylvania
  - (d) a speech given by Jefferson Davis



# Assassination and Reconstruction

## Brief #4



**Focus**  
The Thirteenth Amendment to the Constitution ended slavery in the United States.



### The Assassination of President Lincoln

On April 14, President Lincoln and his wife Mary went to the theatre in Washington, DC, to see a play. While there, President Lincoln was assassinated. **Assassination is the act of killing someone for political reasons.** President Lincoln was shot in the head. He died the following day on April 15, 1865.

The man who murdered Lincoln was John Wilkes Booth. Booth was angry that the Confederacy lost the Civil War. He did not agree with President Lincoln or his policies.

Abraham Lincoln was the first United States President to

be assassinated. After Lincoln died, Vice President Andrew Johnson became the President of the United States.



### Reconstruction

President Johnson began a plan of reconstruction. **Reconstruction was the plan put in place to help rebuild the South after the Civil War.** The Federal government told the Southern states that they had to reach certain goals in order to be allowed back into the Union.

An important step in this plan was the Thirteenth Amendment to the U.S. Constitution. **The Thirteenth Amendment abolished slavery in the United States.** It was enacted in December of 1865.



### Black Codes

Even though slavery was abolished, the Southern states were allowed to pass black codes. These were laws that discriminated against African Americans. **The black codes said that black people were not allowed to vote or buy land. These codes made life very hard for newly freed slaves.**

Many people in the United States Congress got angry with President Johnson. He allowed the Southern states to pass black codes. So Congress passed their own plan for Reconstruction. Congress told the Southern states to write laws that gave African Americans the right to vote. They sent troops into the South to make sure that the state governments were doing the right thing.

### Vocabulary

1. **assassination**
2. **Reconstruction**
3. **Thirteenth Amendment**
4. **black codes**
5. **Fourteenth Amendment**
6. **Fifteenth Amendment**
7. **Jim Crow laws**

# Assassination and Reconstruction

## Brief #4 (cont.)



### **Black Codes (cont.)**

The other thing that Congress said was that Southerners who were once leaders or officers in the Confederate Army could not vote or be elected to an office. These things made many Southerners very angry.



### **Fourteenth and Fifteenth Amendments to the Constitution**

Another part of Reconstruction was the Fourteenth Amendment to the United States Constitution. **The Fourteenth Amendment states that all former slaves in the United States were now citizens of the country.** They had all of the same rights that everyone else had. The Fourteenth Amendment was ratified in 1868.

The Fifteenth Amendment was ratified in 1870. **The Fifteenth Amendment states that you cannot prevent a person from voting due to race or previous status as a slave.**



### **Progress Under Reconstruction**

Congress's Reconstruction seemed to be working. Blacks were voting and several black leaders like Blanche K. Bruce and Hiram R. Revels were elected to political offices. Congress established the Freedmen's Bureau. This organization helped former slaves get jobs and go to school.

But many Southern whites didn't like all of the new rights and freedoms that blacks now had. A group called the Ku Klux Klan wanted to take away these rights. They believed that only white people should be allowed to have rights. Members of the Ku Klux Klan burned the houses and schools of blacks. They beat them and tried to frighten them into not voting.



### **The End of Reconstruction**

By 1877, Reconstruction in the South came to an end. All of the Southern states had met the goals set down by the Federal government. The Union troops that had been stationed there since the end of the Civil war left.

But as soon as Union troops left, Southern politicians began to write and pass The Jim Crow laws. **Jim Crow laws discriminated against African Americans and created a segregated South.** Black people were not allowed to go to the same schools as whites. They could not drink out of the same water fountains. There were separate sections for blacks and whites at the movies and at restaurants.

It was not until the 1950s and 1960s that Martin Luther King and the Civil Rights Movement finally put an end to segregation and discrimination in the South.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **CIVIL WAR AND RECONSTRUCTION**

### **ASSASSINATION AND RECONSTRUCTION – BRIEF #4**

Directions: Read Brief #4 and answer each question carefully. Fill in the correct answer circle.

1. Which amendment to the Constitution ended slavery?
  - (a) Fourteenth
  - (b) Fifteenth
  - (c) Thirteenth
  - (d) Nineteenth
  
2. Which amendment to the Constitution said that former slaves were U.S. citizens?
  - (a) Fourteenth
  - (b) Thirteenth
  - (c) Fifteenth
  - (d) Nineteenth
  
3. Which amendment to the Constitution said that you can't stop a person from voting because of race?
  - (a) Thirteenth
  - (b) Fifteenth
  - (c) Fourteenth
  - (d) Nineteenth
  
4. In what year was Lincoln assassinated?
  - (a) 1860
  - (b) 1865
  - (c) 1870
  - (d) 1861
  
5. What was Reconstruction?
  - (a) A plan to take over the Confederacy
  - (b) A plan to take over the Union
  - (c) A plan to rebuild the South
  - (d) A plan to free slaves
  
6. What were Jim Crow laws?
  - (a) Laws that discriminated against African Americans
  - (b) Laws that empowered African Americans
  - (c) Laws that gave women the right to vote
  - (d) Laws that taxed the southern states unfairly

## PE 7-Day Food Diary

- Each log will be kept for 1 week, taken about one minute after every meal to write down what you ate.
- At the end of the day write an estimated amount of cups of water that you drank. (8oz=1 cup)
- At the end of the day write an estimated amount of time that you spent active that day.
- For each log write a short description of the food you ate and a rough estimate of how Many cups of food you ate in one sitting. (2 handfuls= 1cup)
- Please write your name, the through date (4/8-4/15 for example), and your teachers' name before turning it in.

Name \_\_\_\_\_

# 7-Day Food Diary

Teachers Name \_\_\_\_\_  
Physical education week 3

Week Starting \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Snacks							
Lunch							
Snacks							
Dinner							
Snacks							
Physical Activity							
Water							

**Week 3 Lesson and Activity Packet-** As a specials teacher I do not see your children every day but usually 2 to 3 times a week. There is a separate file for **Actor Wellness Activity**. Incorporate **2 options** per week from that file and then complete these small activities for this week. I will provide more activities next week.

Below each activity is questions. Please respond using this document and use a different color font when responding. No yellow or lighter shades please. Or you may write out and submit physically.

This will be counted as a Project/Performance grade.

### **Activity 1: Performance**

- Select one of the 2 options below and create a video that is at least 30 seconds long.
- News Reporter – You can choose to create a news report “on location” you can walk around your house or backyard and give me a short report on something that is going on. Or you can choose to be a news anchor and report from behind a desk.
- It can be about anything! Something your parents or siblings did or maybe your pet. I am also ok with you completely making something up! (example: Breaking! Aliens seen stealing the cat food at the McMahan house. We have an eye witness report...)
- You may submit the video to me by email or upload it to the class channel in Teams.

### **Please meet the following expectations with the video:**

1. Make sure your voice is clear. Speak slowly and clearly so that your report is understood.
2. Make sure you look at the camera. We don't want to see the back of your head reporting.
3. Dress the part. Look up how news reporters dress. Don't do the report in a t-shirt and shorts.