Dear Students,

I feel like it has been forever since I last saw you all. I truly do miss you but have been thinking about each and every one of you. During times like this, there are a range of emotions you may be feeling. Some of you may feel worried while others may feel scared. There may be some of you that are feeling angry. As your school counselor, I have always told you that any emotions you feel are okay. The important part is being able to handle that emotion in a healthy way. I am sending you some coping strategies to help you through all of the emotions you may feel during this time. I challenge you to handle those emotions in a healthy way. Try one or try them all -- you will find the one that works for you.

Ms. Sanford, WPES School Counselor

cbsanford@jasper.k12.ga.us

Coping Skills

1. Take Deep Breaths
2. Color a Picture
3. Squeeze a Stress Ball
4. Punch A Pillow
5. Blow Bubbles
6. Read a Book
7. Eat a Healthy Snack
8. Listen to Music
9. Play Outside
10. Talk to an Adult
11. Sing
12. Count to 10
13. Draw a Picture
14. Play a Board Game
15. Walk Away
16. Paint a Picture
17. Rip Paper
18. Play a Video Game
19. Go for a Walk
20. Write in a Journal
21. Talk to a Friend
22. Take a Nap
23. Hug a Stuffed Animal
24. Dance
25. Play with Play-Doh
26. Put Together a Puzzle
27. Play an Instrument
28. Stretch
29. Play a Sport
30. Drink Cold Water
31. Give someone a hug
32. Build with Blocks
33. Play with Legos
34. Yoga
35. Exercise
36. Paint your Nails
37. Take a Bubble Bath
38. Think of Something Funny
39. Take Pictures
40. Close Your Eyes
41. Use a Fidget Spinner
42. Chew Gum
43. Look at Old Pictures
44. Do Something Kind
45. Go for a Run
46. Do A Craft
47. Clean
48. Pet an Animal
49. Watch a Funny Video
50. Bake

Can't wait to see you soon ☺ ♡ - Mrs. Fair

SHAPEAmerica

health.moves.minds.™

March 2020
Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	**2 Musical Frogs** This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	**3 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**4 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!	**5 Sidewalk Chalk Balance** Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	**6 Bear Walk** With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	**7 Wild Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side. 	**9 Limbo** Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	**10 Crazy 8's** 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	**11 Between the Knees** Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	**12 Happy Baby Pose** Straighten your legs for an added challenge. 	**13 Toe Fencing** With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	**14 Chest Pass** Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	**16 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**17 Code Words** While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	**18 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**19 Pretend!** Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times - Ride a horse -Be a frog -Lift a car	**20 Commercial Stroll** During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	**21 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!	**23 Arm and Leg Tag** A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	**24 Read & Move** Pick a book to read and select an "action word" that will be repeated often. When the "action word is read stand up and sit down.	**25 Army Crawl** Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	**26 Do this:** -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	**27 Set the Menu** Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	**28 Vertical Jump** Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat. 	**30 Crabby Clean Up** Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	**31 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**National Health Observances:** • National Nutrition Month • 1st- Self-Injury Awareness Day • 6th -7th National Day of Unplugging (sundown-to-sundown). • 13th National Good Samaritan Day Yoga pictures from www.forteyoga.com		SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!	

At Home Activities

Use the following chart for ideas for activities that you can try at home. Pick five different exercises to complete, once you have done all five repeat them for three rounds. Be sure to start with a warm-up to get your muscles ready for movement and end with a cool down and stretches to avoid soreness. Once you're done, think about all the activities you did. Circle the activities you enjoyed and star the activities that were challenging. Be sure to try all the activities before repeating.

Vertical Jump Jump as high as you can for 30 seconds. Repeat.	**Fitness Intervals** 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups	**Cardio Day** 10 Jump rope 10 Mountain climbers 10 Boxing punches (use both arms) 10 Step-ups	**Balance** Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides	**Core Challenge** Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest!	**Frog Sit-Ups** Sit down with your knees bent and soles of your feet touching with knees spread. Do a sit-up touching your heels and lower back down.	**Ragdoll Pose** Hold Ragdoll Pose for 30 seconds. Repeat. 
Reverse Lunges to Front Kicks Do a reverse lunge and transition into a front kick with the same leg. 10 then switch. Do at a good pace.	**Boat Pose** Hold Boat Pose three times for 15 seconds 	**10 Chair Squats** Stand about six inches in front of a chair. Squat until your buttocks barely touches the chair and stand back up.	**Jab, Jab, Cross** Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.	**Abs!** 10 knee to elbow planks 10 crunches 10 superman poses	**Fish Pose** Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds. 	**Wild Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
Kick City 10 side kicks 10 front kicks 10 back kicks	**Scissor Jacks** As you jump, scissor your legs each time. When your right leg is in front, raise left arm. Left leg in front, raise right arm. 4 sets of 10	**Paper Plate Planks** In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	**10 Squat Kicks** Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg	**Yogi Squat Pose**  Hold for 30 seconds rest and repeat.	**10 Star Jumps** Jump up with your arms and legs spread out like a star. Rest and repeat.	**Shuffle, Cross** Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.
Flutter Kicks Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.	**Bridge Pose**  Lie on your back; place your hands and feet on the ground. Push your stomach up towards the sky.	**10 Shuffle Squat** Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat.	**10 Lunges with a Hook** Complete a side lunge with a cross-hook punch. Do 10 on each side.	**Power Knees** Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.	**Plank Jacks** In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.	**10 Half Burpees** Start in a push-up position; jump both feet forward into a squatting position and jump back out into pushup position.
Walk Down Superman Walk your hands down to your feet and out until you're flat on your stomach then complete a superman. Walk your hands back to your feet & repeat 10 times.	**Crane Pose** Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	**Tabata** Jump squats 20 seconds of work 10 seconds of rest 8 rounds	**10 Fly Jacks** Done like a normal jumping jack except bring your arms to the side to form a T. Open & close your arms in. front as you move your feet.	**10 High Knee Twists** Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.	**Happy Baby Pose**  Straighten your legs for an added challenge.	**Wall Sit** Find an empty space on the wall and pretend to be sitting in a chair. Hold for 30 seconds. Repeat two more times.

Yoga pictures from www.forteyoga.com

We miss you & keep moving at least 60 minutes per day
♡ - Mrs. Fair

MARCH DEAM Calendar

Drop Everything And Move

BE GOOD by being helpful

Name:	Teacher:

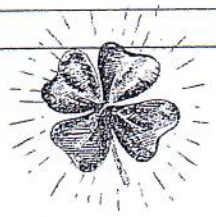
Purpose: *This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).*

Directions: *After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).*

✓ Done	Day	DEAM Activity
	1	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	Perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	Play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



WPES Fifth Grade

Student Name: _____

Parent Signature:_____

Date	Assignments to complete daily (check off as assignments are completed) If you have internet access, students can complete lessons on Reading Horizons-Elevate (online through Classlink)
3/30/20	___ELA: • Read chapter 6 of *Who Was Cesar Chavez?* • Complete chapter 6 comprehension questions • Read AR ___Math:Topic: Multiplying Whole Numbers and Fractions • Ready book p. 385 • Video for Multiplying Whole Numbers and Fractions (scroll down the page for additional videos) ___SS: • Unit 9 Test ___Science: • Review Unit 1: Constructive and Destructive Forces notes in your science notebook. • Read the "Landforms of Georgia" passage and answer questions.
3/31/20	___ELA: • Read chapter 7 of *Who Was Cesar Chavez?* • Complete chapter 7 comprehension questions. • Read AR ___Math: Topic: Multiplying Fractions by Fractions • Ready book p. 386 • Video for Multiplying Fractions by Fractions (scroll down the page for additional videos) ___SS: • BrainPop Video - Jim Crow: https://www.brainpop.com/socialstudies/ushistory/jimcrow/ • Complete Jim Crow Laws Notes and Interactive Page ___Science: • Review Unit 1: Constructive and Destructive Forces notes in your science notebook. • Read the "Weathering" passage and answer questions.
4/01/20	___ELA: • Review the text structure notes. • Read the article "Frightening Weather". • Complete the Cause and Effect graphic organizer based on the evidence in the text. • Read AR ___Math: Topic: Dividing Whole Numbers by Unit Fractions • Ready book p. 389 • Video for Dividing Whole Numbers by Unit Fractions

	___SS: • BrainPop video- Brown vs Board of Education: https://www.brainpop.com/socialstudies/ushistory/brownvsboardofeducationoftopeka/ • Review and complete Segregation Notes and Interactive page ___Science: • Review Unit 2: Physical/Chemical Changes notes in your science notebook. • Read the "Gases and Matter" passage and answer questions.
4/02/20	___ELA: • Review the text structure notes. • Read the article "Protecting Ourselves". • Complete the Problem and Solution graphic organizer based on evidence from the text. • Read AR ___Math: Topic: Dividing Unit Fractions by Whole Numbers • Ready book p. 390 • Video for Dividing Unit Fractions by Whole Numbers ___SS: • Writing Prompt: Compare and Contrast the actions taken by Linda Brown and Rosa Parks. Be sure to explain how each case started, what actions were taken, and the end result. Use the text and additional sources if necessary. ___Science: • Review Unit 3: Electricity and Magnetism notes in your science notebook. • Read the "Electromagnets" passage and answer questions
4/03/20	___ELA: • Review the text structure notes • Complete the handout-Identify the text structures. ___Math: Topic: Volume • Identifying Volume • Finding Volume of a Rectangular Prism • Finding Total Volume • Video for Volume (scroll down the page for several important volume topics) ___SS: • BrainPop video- Civil Rights: https://www.brainpop.com/socialstudies/ushistory/civilrights/ • Review and complete Civil Rights notes and interactive page ___Science: • Review Unit 3: Cells and Microorganisms notes in your science notebook. • Read the "COVID-19" passage in your packet and answer questions.

Monday, March 30

Chapter 6 Ending the Great Grape Strike

Comprehension Questions

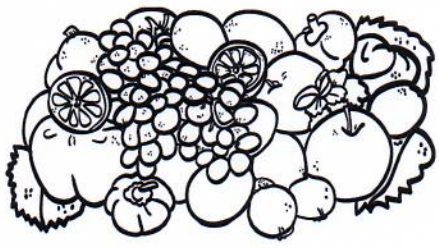
1. What was the purpose of Cesar fasting?

2. How long did he fast and why did he end it?

3. What happened on June 5, 1968?

4. What was the result of the Great Delano Strike?

5. What did the contracts promise the farmworkers?



Tuesday, March 31st

Chapter 7- Protests and Peace

Comprehension Questions

1. How did the UFW help other farmworkers?

2. What does the Agricultural Labor Relations Act do?

3. How did Cesar's work help Mexicans and Latinos? What was the main goal he was trying to accomplish?

4. How should we celebrate the achievements of Cesar Chavez on March 31st, Cesar Chavez day?

5. What is to be learned by Cesar Chavez?

Review Daily

TEXT STRUCTURE

SPATIAL (DESCRIPTIVE)

Is a place, person, or thing being described?

Is a location or the orientation of objects mentioned?

SIGNAL WORDS

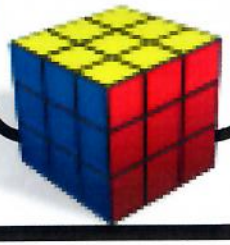
To the right, to the left, in front of, specifically, for instance, for example, in addition to

PROBLEM & SOLUTION

Is there a clear problem or conflict? Is a way to solve it mentioned?

SIGNAL WORDS

Issue, problem, solution

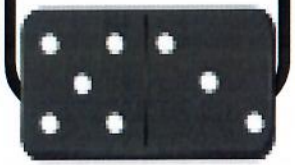


CAUSE & EFFECT

What happened? Why? What was it the result of?

SIGNAL WORDS

As a result of, due to, consequently, therefore, caused by



CHRONOLOGICAL

Is a timeline being described?

Are months, years, or dates mentioned?

SIGNAL WORDS

Dates, times, years, ages, eras, periods

COMPARE & CONTRAST

Are two or more things being compared?

Are similarities and differences mentioned?

SIGNAL WORDS

Both, neither, alike, different

SEQUENCE (PROCESS)

Is a process being described?

Are steps involved?

Does it describe how something happened or should happen?

SIGNAL WORDS

First, second, then, next, last, after, finally

Wednesday, April 1st

FRIGHTENING WEATHER

written by Amanda Kirkman

Tornadoes and earthquakes are some of the worst natural disasters in the world!

A tornado is a funnel of air that spins wildly and violently, picking up **debris**. Tornadoes form in between the bottom of a thunderstorm to the ground.

An earthquake a violent vibration, or shaking, of the ground caused by rocks breaking under the earth's surface.

Both natural disasters can do a lot of damage.

Fast Winds and Lots of Damage

A tornado can do massive, or a large amount, of damage even *if* people are prepared. It all depends on the strength of the tornado. A tornado's strength is based on its wind-speed.

The powerful winds from tornadoes pick up debris and throw the debris through the air. Debris can cause damage to houses and vehicles, as well as to human beings. A tornado's winds can uproot a tree and sending it flying through the air like a missile. At least 60 people die each year from the debris that tornadoes throw.

Additionally, tornadoes can leave debris scattered on the ground, which can be dangerous for children who are playing, wild animals and pets, and anyone who might not notice pieces of glass, nails, etc.

Shake, Rattle, and Roll

An earthquake can also do a lot of damage. An earthquake's damage comes from the ground and depends on the earthquake's strength. An earthquake's strength is measured with a seismograph, which is a machine that records how powerful the vibrations from an earthquake are.

A man took a photograph of a tornado picking up debris that was laying around as the tornado moved through his small town; notice the debris is flying everywhere.

Earthquakes give off a powerful energy that can lead to houses and bridges **collapsing**, large sinkholes opening in the ground, and can cause landslides. At least 10,000 people a year die from earthquakes.

Earthquakes can happen on the mainland and they can happen in the oceans along the seafloor. The effect of an earthquake in the ocean is a tsunami, or large wave, that can be equally damaging to a powerful earthquake when it strikes land.

ARTICLE GLOSSARY

collapsing, v. – to fall down or fall in
debris, n. – pieces of materials or rock scattered around in different places

Name: _____ Date: Wed. April 1st Room: ____

What are the Causes and Effects?

Directions: Use your article as a guide. Make sure you write in complete sentences.

Cause and Effect article title: _____

Tornadoes

Causes	Effects

Earthquakes

Causes	Effects

Thursday, April 2nd

PROTECTING OURSELVES

written by Donald J. Armstrong

Before advanced technology and scientists who were willing to study tornadoes and earthquakes more closely, these natural disasters could do a massive amount of damage.

While they still cause damage, scientists have found ways to make the **devastation** of a tornado and an earthquake less.

Avoiding Debris

A tornado is a violent funnel of spinning air that forms in between the sky and the ground. The most damaging part of a tornado is the wind because the powerful winds of a tornado pick up **debris**. The debris from a tornado can harm people. Thankfully, scientists try to prevent damage done by debris by encouraging people to protect themselves against it.

Scientists encourage people to hide in their basements, in a hallway, or in a stairwell to protect themselves against debris. Debris can fly through the air and burst through windows, shattering the glass, and can even cause some homes to fall over. However, basements and hallways are usually safe because they have few windows and stairwells are some of the strongest structures in a home.

Another way to prevent injury from debris during a tornado is to stay away from objects that could be lifted, like a mobile home, or have many windows, like a vehicle. Both a mobile home and a vehicle can be easily damaged by debris or can easily *become* debris.

Hold on Tight!

An earthquake is a violent shaking of the earth that can damage and destroy houses, schools, bridges, streets, and more. The worst part of an earthquake is that earthquakes can't be predicted. Scientists only know an earthquake is happening, when it's happening. Since earthquakes can't be predicted, that means that to prevent major damage from an earthquake people need to be *prepared*!

To prevent serious damage during an earthquake, scientists have located the continents, countries, and areas that have the most recorded earthquakes during the year. The buildings in these areas are constructed to be earthquake-proof.

Another way scientists hope to prevent massive damage during earthquakes is by encouraging people to take **precautions**. To protect themselves, people should turn off any gas-related item that could explode if something, like a ceiling, were to fall on it. Scientists also encourage people to stock up on food, water, first-aid kits, and tools for any last-minute needs. Additionally, people are encouraged to prevent harm to themselves by staying away from furniture that could easily fall over, like bookcases, and to stand under strong structures, like doorways, ducking under strong tables, or to stand somewhere where there aren't many windows.

An illustration on what to do during an earthquake to prevent harm.

ARTICLE GLOSSARY

debris, n. – pieces of materials or rock scattered around in different places

devastation, n. – great destruction or damage

precautions, n. – the steps someone takes to be safe

Name: _____ Date: Thurs. April 2nd Room: ____

What are the Problems and Solutions?

Directions: Use your article as a guide. Make sure you write in complete sentences.

Problem and Solution article title: _____

Tornadoes

Problem

Solution

Solution

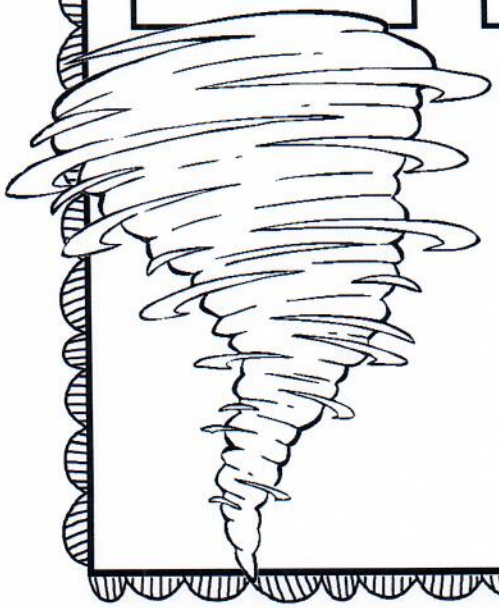
Earthquakes

Problem

Solution

Solution

Solution



Name: _____ Date: Fri. April 3rd Room: ____

Comparing and Contrasting the Text Structures

Directions: After reading the articles, compare and contrast how each author organizes their texts, making sure to compare and contrast key information, non-fiction text features, text structure, and Main Ideas.

"Frightening Weather"		"Protecting Ourselves"
Differences	Similarities	Differences

Monday, March 30th

Name:_____

Landforms of Georgia

Northern Georgia contains the southern portion of the Appalachian Mountains. The Blue Ridge Mountains are heavily forested. They are famous for its bluish color. It is best seen from a distance. The Blue Ridge Mountains form the eastern front of the Appalachians. They span from Georgia to Pennsylvania. Brasstown Bald is measured at 4,784 feet. This is the Georgia's and the Appalachian Mountain's highest point. The Appalachian Mountains are about fifteen hundred miles in length. They extend from northern Georgia through the New England states. They extend on into the Canadian provinces of New Brunswick, Newfoundland and Quebec. The land lowers into the rolling red-clay hills of the Piedmont Plateau as the Appalachians extend to the south. It then continues to slope gradually south. It extends into the fertile lowlands of the coastal plain and the Atlantic Ocean coastline. Stone Mountain is east of Atlanta. Stone Mountain is not a mountain at all. It is the largest block of granite in the world. It's almost six thousand feet long. It stands over eight hundred feet tall.

Georgia has thirteen barrier islands. They are located off of its coast. Four of these islands are known as The Golden Isles. The largest of these islands is Cumberland Island. The island is only accessible by boat. St. Simon's Island is the second largest. Ossabaw Island is twenty miles south of Savannah. It is the third largest of the islands. Sapelo Island is sixty miles south of Savannah. It is the fourth largest. The smallest of the islands is Jekyll Island. Other islands are found along Georgia's deeply indented Atlantic Ocean coastline.

Georgia's freshwater is drained by many rivers. Several major rivers run through the state of Georgia. Some of them are the Altamaha River, the Savannah River, and the Suwannee River. The Chattahoochee River is Georgia's longest, at 436 miles. The river begins in the Blue Ridge Mountains just below Brasstown Bald and ends in Georgia where it creates a boundary between Alabama and Florida. Lake Lanier is the largest lake in Georgia followed by Lake Oconee as the second largest. Lake Lanier is 26 miles long and covers approximately 47 miles of riverbed. Lake Oconee is 20 miles long and about a mile wide. Other lakes in the state include Lake Acworth, Lake Allatoona, Lake Blackshear, and Walter F. George Lake. Sporadic swampy areas are found in southern Georgia. The largest swamp in Georgia is the Okefenokee Swamp. The Okefenokee is located along the border with Florida.

Monday, March 30th

Landforms of Georgia

How many barrier islands does Georgia have?

Where are Georgia's barrier islands located?

What are four of these islands are known as?

What is largest of these islands?

How is the island accessible by?

Which barrier island is the second largest?

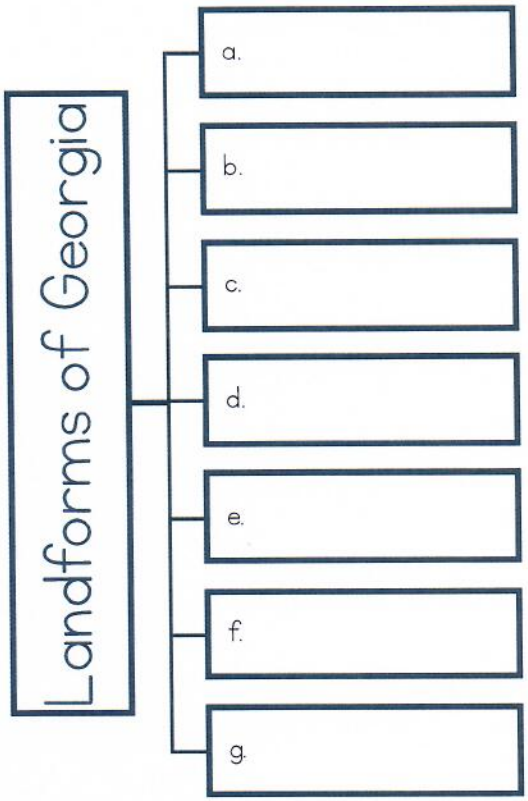
Which island is twenty miles south of Savannah?

Which island is sixty miles south of Savannah?

Which of the barrier islands is the smallest?

Where is the highest place in Georgia?

Directions: List seven landforms of Georgia from the passage.



Directions: What are the five most important facts about Georgia's freshwater? Write them in complete sentences below.

1.

2.

3.

4.

5.

Writing: How would you compare and contrast the landforms of the states of Hawaii and Georgia?

Weathering

Tuesday, March 31st

Name:_____

Did you know that Earth changes? Creeks, rivers, and streams have moving water that changes rocks that we see. Blowing wind may even change the way rocks look. When you trip on a sidewalk because of a tree root that is sticking out of the sidewalk, the root has changed the rock in the sidewalk. Did you know ice can break a rock into two pieces?

Have you ever felt a rough feeling rock? Have you ever felt a smooth feeling rock? Rocks change from a process known as weathering. Weathering is the slow breaking apart or wearing away of rock into smaller pieces. Weathering can wear away huge boulders. Weathering can wear down little pebbles. Moving water is a type of weathering, along with the blowing wind. Ice is also a type of weathering. Roots from plants, trees, and shrubs can also break apart rock.

Water can weather rocks, because of how strong moving water is. The moving water pushes rocks in a current, and rocks and sand rub other rocks. This actually can make a rough rock smooth. The rubbing rocks and sand make rocks much smaller.

The wind that blows causes weathering. Wind has dirt, sand, and dust in it that can scratch and scrape rocks and can make them smaller in time.

Water can seep into cracks in the rock when it is freezing outside. Ice freezes when it expands. When ice expands, it pushes the rock apart. It will break it apart completely eventually.

Plant roots are really strong! Roots like to grow in the ground, and they will find cracks in rocks to protect themselves. As they grow, they will push the rock in different directions and will break the rocks apart into smaller pieces.

Earth's rocks changed in the past, they are changing now, and they will change in the future! Earth is always changing! Weathering can change the way that rocks look through moving water, wind, and ice.

Tuesday, March 31st

WEATHERING

Name:_____

FILL IT:

1. What is weathering?

2. How do moving waters weather a rock?

3. How does wind weather a rock?

4. How does ice weather a rock?

5. What effect do plant roots have on rocks?

6. Why might the rocks you see today look different in 20 years.?

CIRCLE IT:

1. Which of the following isn't a type of weathering?
   a. Moving water
   b. Throwing a rock
   c. Blowing winds
   d. Ice freezing
2. Moving waters make rocks look more
   a. sharp and smaller
   b. smooth and smaller
   c. sharp and bigger
   d. smooth and bigger
3. Which of the following statements is true?
   a. The Earth's weather has no affect on rocks.
   b. Rocks are not affected by heavy winds and rains.
   c. A plant's roots will not grow inside of rock.
   d. Over time, blowing dust and dirt make rocks smaller.
4. Weathering does not affect which type of rock?
   a. Big boulders
   b. Tiny pebbles
   c. Sidewalk rock
   d. Weathering affects all of the rocks above.

MATCH IT

1. ___ Type of weathering that pushes rocks in a current, which causes the rock to rub with sand

2. ___ The slow breaking apart or wearing away of rock into smaller pieces.

3. ___ Type of weathering that grows in the cracks of rocks and splits them apart

4. ___ Type of weathering that carries dust and dirt that scrapes and scratches rocks

5. ___ Type of weathering when water enters the rock, freezes, and splits the rock apart.

A. Weathering

B. Water weathering

C. Wind weathering

D. Ice weathering

E. Plant roots weathering

WRITE IT:

You are visiting a national forest, where your uncle shows you a rock that he remembers seeing years ago. He says that it was much bigger when he was little. Explain to your uncle at least two ways the rock become smaller over time.

Wednesday, April 1st

Name:_____

GASES

Matter is all around us. All living and non-living things are made of matter. We can see it. We can feel it. We can watch it. We can even taste it. What is matter? Matter is anything that has mass. Mass is how full of atoms something is. All matter takes up space. We can sort matter into three main groups. Matter can be a solid. Matter can be a liquid. Matter can be a gas. It is important to understand what matter is so that we can sort it into the correct group.

A gas is like a liquid. This is because it flows and takes the shape of whatever is holding it. Gases do not have their own shape. Gases can be invisible. We cannot see gases most of the time. Sometimes we know they are there because they smell. Air is all around us. It is made up of many different gases. The Sun is even made of hot gases. Gases on the Sun are burning. Many planets in our solar system are made of gases. Floats are often used at swimming pools. Floats use gases from your lungs to fill it up. You do not sink into the water in the pool because of floats. The gas inside the float helps you to float. You go to a birthday party and there are balloons. They are most likely filled with helium. Helium is a gas. Helium is used to make balloons stay inflated. To inflate is to make something float.

The atoms in a gas are floating around all over the place. They flow past one another very quickly because they have more room to move around. They are not connected. Atoms are the tiny things that we cannot see inside of all matter. Atoms, molecules, and particles are all similar in meaning. They are the tiny pieces that make up all matter. Think of the atoms inside of a gas like you would a filled balloon. The atoms could move around wherever they wanted to if they were not in the tied balloon. The atoms escape as quickly as they can whenever a balloon bursts. The atoms flow and bounce quickly around. The forces between atoms are weak, which means they are not packed together. Think of a small jar with a lid on it. There are just a few marbles inside of it. The marbles can move around and you can hear them moving past each other. Shaking the jar would make the marbles move around fast and even switch places. There is plenty of room for the marbles to go back and forth. There is a lot of empty space in between them, just like atoms in a gas.

There are many examples of gases in the world around us. Oxygen released from trees, carbon monoxide from cooking stoves, steam from a hot drink, and air inside of a ball are just a few examples of gases. Gases have no shape and takes up whatever space is available. What makes it a gas is that it does not have its own shape. Sometimes matter does change. Heat and pressure can change things. Heating a liquid can cause it to become a gas. Cooling a liquid can make it a solid. These are called physical changes. Chemicals can change matter too. Chemicals make matter change into something else. These are called chemical changes.

1. What do atoms of a gas look like?
a. bouncing around
b. tightly packed together
c. frozen
d. flying through the air

2. Which is NOT an example of a gas?
a. steam
b. the Sun
c. air in a jar
d. Milk

3. Which of the following is a gas?
a. soup
b. balloon
c. apple
d. helium inside a balloon

4. How do we know something is a gas?
a. it has no shape
b. it has two shapes
c. it has its own shape
d. it is solid like ice

Wednesday, April 1st

GASES

Name:_____

1. What is air made of?

2. What are the three main groups of matter?

3. What are ways to describe matter?

4. How can a liquid become a gas?

5. What would a jar of marbles that is a gas look like?

6. Do gases have a shape?

7. What is an example of a gas?

Write: What is your favorite example of a gas? Describe the gas and it's properties. Tell what makes it matter.

Draw a picture of what a gas's atoms look like. Use the passage to help you.

Thursday, April 2nd

Name:_____

Electromagnets

British scientist Michael Faraday was the first person to see how useful this could be. In 1821, he fed electricity into a wire and made it spin around a magnet, inventing the electric motor. Ten years later, he showed that an electrical conductor moving through a magnetic field could make electricity, inventing the electricity generator. Faraday's work led to our modern world of electric power. Electromagnets show that electricity and magnetism are closely related subjects. A magnet that constantly generates a magnetic field is called a permanent magnet. Magnets that produce fields only when electricity flows through them are called electromagnets.

Electromagnets are coils of wire attached to a power source. When the power is turned on, the electric current flowing through its coils generates a magnetic field. When the power is turned off, the magnetic field disappears. When currents flow through a coiled wire, it creates a more complex magnetic field. Each loop makes a field like a single wire and these fields combine, they make an overall field pattern similar to one of a bar magnet.

Electromagnets are useful because they can be turned on and off. There are electromagnets in televisions, telephones, computers, and many other electronic machines. Working together, electricity and magnetism whirl the generators and motors that power almost everything in our world including electric trains and vacuum cleaners. They can be used to pick up scrap metal. Turning the current on creates a strong magnetic field that picks up the metal. When the current is turned off, the magnetism disappears and the metal is dropped.

Thursday, April 2nd

Electromagnets

1. Who was the first person to discover how useful electromagnets could be?

2. How was the electric motor invented?

3. What is a permanent magnet?

4. What did Faraday's work lead our modern world to?

5. What is a electromagnet?

6. What is the effect of power turned on through a electromagnet?

7. What happens when a power source is turned off in an electromagnet?

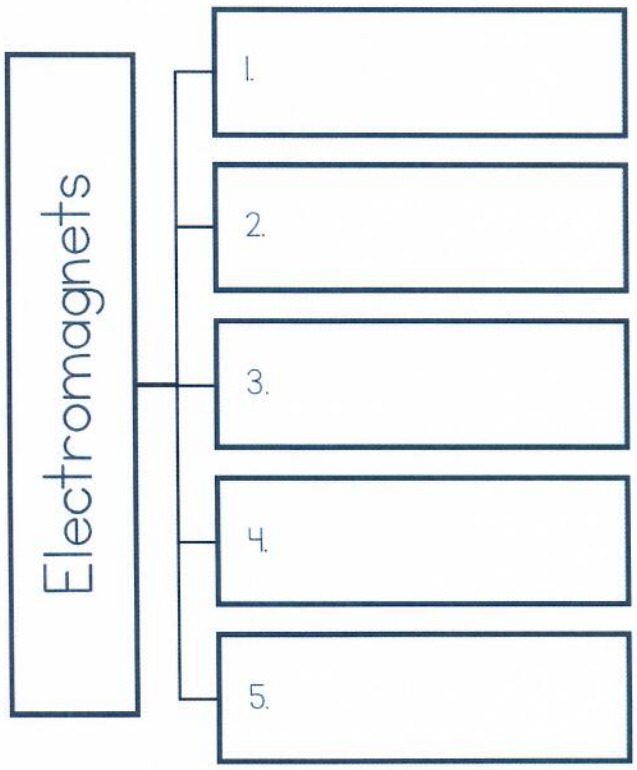
8. Why are electromagnets useful?

9. Where can electromagnets be found?

10. What is one example of what electromagnets can do?

Directions: Make a diagram of how electromagnets are made, how they work, and what they do.

Directions: What are five of what you consider the most important bits of information in this diagram?



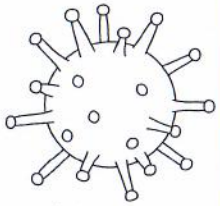
Writing: How are electromagnets made

Name: _____ Date: _____

WHAT IS THE CORONAVIRUS?

Directions: Follow the directions to learn about the coronavirus.

Coronavirus is a term that many of us have been hearing a lot about. Most people, especially young adults, don't understand exactly what it is or why it is so dangerous. It can be scary to hear about an illness on the news and not understand what it can do or how to prevent it from hurting you. Read through this article to learn all about viruses, how they can infect you, and ways to keep yourself safe.



What is a virus?

A virus is a tiny particle that can invade a living cell. The coronavirus is one group of viruses that is shaped like a crown and acts similar to one another. Viruses invade human cells all the time. The goal of a virus is to replicate itself. It does this by invading an organism and turning the cells into viruses. Most of strains of the coronavirus live in animals, but several have been identified in humans. One strain, COVID-19, has gotten world-wide attention.

Where did the coronavirus originate?

Scientists believe the coronavirus originated in Wuhan, China, a city of 11 million, because a large majority of the cases are from this area. Experts believe that COVID-19 originally came from a bat. It is not clear how the virus transferred from the bat to humans. Many of the infected people from Wuhan visited a large seafood and animal market. One hypothesis suggests that infected animals were there and somehow spread the disease to humans.

Map of China

Check-in question: Should humans automatically fear a virus?

Friday, April 3rd

What are the symptoms of the coronavirus?

Scientists have identified seven strains of the coronavirus that can be found in humans. These strains normally cause a person to have feelings like the common cold. Sniffling, sneezing, and coughing are some examples of what a person might start experiencing. These strains of the coronavirus are often harmless.

The strain that has doctors and scientists worried, COVID-19, is different. This strain is more severe.

Symptoms of COVID-19 give patients a fever, chills, congestion, cough, and shortness of breath. While these symptoms are not much different than influenza, more commonly known as the flu, they can be difficult to diagnose. In order to properly diagnose COVID-19, medical centers are asking that people with these symptoms who have either traveled to Wuhan, China or know someone who has, to stay in isolation until further testing is completed.

Check-in question: Should you immediately worry that you have the coronavirus if you start to sneeze, cough, or have a fever?

What is different about COVID-19?

The reason doctors and scientists are concerned about this new strain is because people, mostly ages 49-56, are dying. Scientists and doctors are baffled by why the human body's immune system cannot fight off the virus. While the symptoms present similar to influenza, the immune system cannot fight them off as easily. This makes doctors and the public worried about the future.

How does the disease spread?

The coronavirus is spread through droplets when a person sneezes or coughs.

How does the body normally fight off viruses?

The human body is made of living cells. At times, a virus will make its way into the body, start to invade cells, and make us sick. The body is prepared for this. When this happens, the immune system will fight against the invaders to keep the body safe. One way the body fights the invaders is by raising the body temperature, which we see as a fever. The human body also expels foreign bodies by sneezing and coughing.

Check-in Question: Is the body prepared to fight off viruses?

How can I protect myself from getting sick?

Do not panic. Since the news is covering this story daily, many people may become scared and anxious of the unknown. Many precautions are being put into place to protect the public. For instance, the Center for Disease Control (CDC) is screening all flights leaving China. They are looking for people who have signs of fever, congestion, cough, chills, or shortness of breath. If people are observed having these symptoms, they are quarantined. This means they are isolated from others and tested to see if they are carrying the virus. The CDC is taking extra precautions with people leaving China, because this is where the virus has started. It is important to remember that this does not imply that everyone from China has the virus or will transmit the virus.

There are also precautions that you can take. Make sure to wash your hands with soap and water several times a day. Before and after eating, after using the bathroom, coming in from the outdoors, or touching areas with germs are all times that it is especially important to wash your hands with soap and water. Some people may use hand sanitizer, but the CDC recommends soap and water.

If you need to sneeze or cough, be sure to cover your mouth to try to prevent the spread of your germs. Health officials recommend that you sneeze or cough into your elbow. They also recommended staying home if you aren't feeling well. This allows your body to rest and reduces the chances of your germs spreading to others.

Check-in Question: How can you reduce your chances of getting sick?

How is the coronavirus treated?

There are no treatments right now. Scientists are working to develop antivirals and a vaccine, but this could take up to 1.5 years.

What about influenza?

Many doctors are reminding people that influenza, or the flu, kills more people than the coronavirus. During the 2018-2019 flu season, there were 35.5 million illnesses that resulted in 34,200 deaths. Most immune systems can fight off the flu; however, young children and the elderly can have a difficult time fighting off the virus. These age groups are more susceptible to other health complications that might develop from having the flu. According to the CDC, 90% of deaths from the flu are people age 65 and older. In 2019, 25,555 seniors age 65 and older died of the flu.

The same precautions can help reduce your chances of getting sick, including from the flu. An additional precaution that can help reduce your chances is getting a flu shot when your doctor recommends it.

Comprehension Questions:

1. What is the coronavirus?

Samson's Shoppe ©

2. What can you do to prevent your chances of catching the coronavirus?

_____ 3. True or False: Since the coronavirus started in China, anyone from this country has the coronavirus.

4. Argument Writing: Should the public worry about getting the coronavirus anymore than they would the flu? Why or why not? Support your answer using specific evidence from the text.

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions and whole numbers.

Form B

1. $\frac{3}{8} \times 3 =$ _____
2. $\frac{2}{3} \times 6 =$ _____
3. $9 \times \frac{1}{2} =$ _____
4. $\frac{2}{5} \times 5 =$ _____
5. $\frac{3}{10} \times 3 =$ _____
6. $2 \times \frac{1}{5} =$ _____
7. $2 \times \frac{5}{8} =$ _____
8. $\frac{3}{4} \times 3 =$ _____
9. $4 \times \frac{2}{3} =$ _____
10. $\frac{3}{5} \times 8 =$ _____
11. $4 \times \frac{1}{6} =$ _____
12. $\frac{4}{5} \times 5 =$ _____
13. $\frac{7}{8} \times 2 =$ _____
14. $6 \times \frac{1}{3} =$ _____
15. $\frac{1}{20} \times 5 =$ _____
16. $6 \times \frac{1}{6} =$ _____
17. $\frac{5}{12} \times 3 =$ _____
18. $8 \times \frac{3}{4} =$ _____

Fraction Division—Skills Practice

Name: _____

Divide a fraction by a whole number and divide a whole number by a fraction. **Form A**

1. $2 \div \frac{1}{3} =$ _____
2. $3 \div \frac{1}{2} =$ _____
3. $5 \div \frac{1}{5} =$ _____
4. $\frac{1}{3} \div 3 =$ _____
5. $\frac{1}{4} \div 5 =$ _____
6. $\frac{1}{5} \div 4 =$ _____
7. $3 \div \frac{1}{4} =$ _____
8. $4 \div \frac{1}{3} =$ _____
9. $6 \div \frac{1}{5} =$ _____
10. $\frac{1}{5} \div 2 =$ _____
11. $\frac{1}{3} \div 6 =$ _____
12. $\frac{1}{6} \div 3 =$ _____
13. $2 \div \frac{1}{6} =$ _____
14. $5 \div \frac{1}{4} =$ _____
15. $4 \div \frac{1}{5} =$ _____
16. $\frac{1}{5} \div 2 =$ _____
17. $\frac{1}{2} \div 5 =$ _____
18. $\frac{1}{3} \div 2 =$ _____

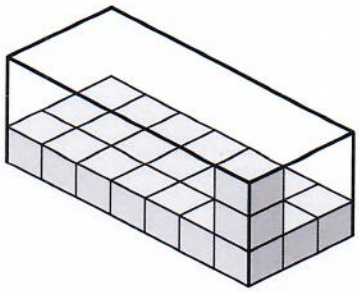
Identifying Volume of a Box

Name:

Fri. 4-3-2020

Determine the volume of each box. Each block is 1 cubic unit (u^3).

1)



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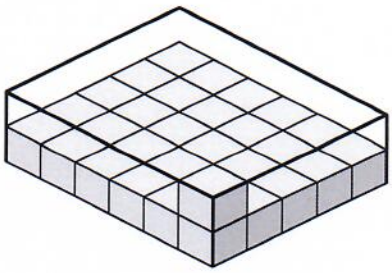

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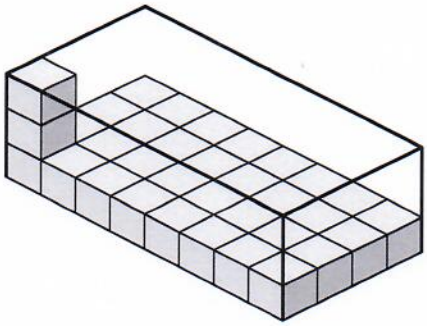

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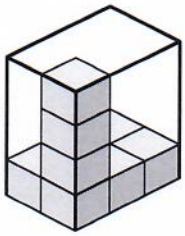

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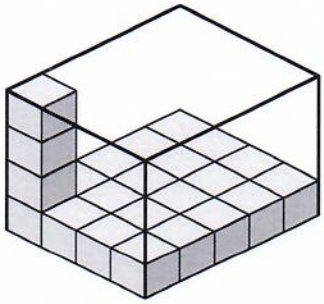

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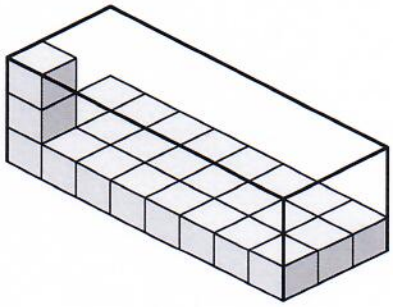

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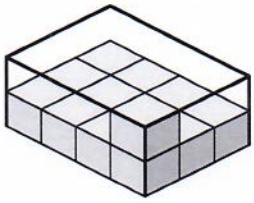

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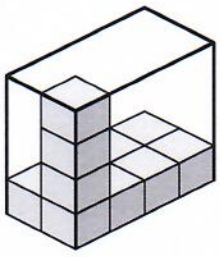


Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1-8	88	75	63	50	38	25	13	0

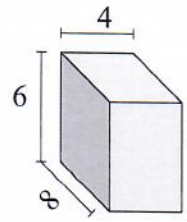
Finding Volume Of Rectangular Prisms

Name:

Fri. 4-3-2020

Find the volume of each of the rectangular prisms. Measured in cm (not to scale).

1)



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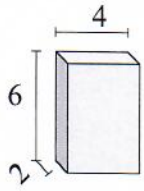

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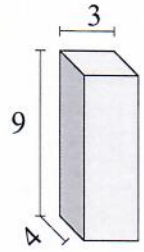

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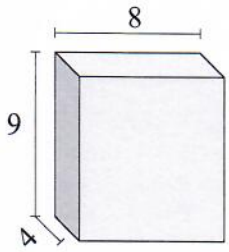

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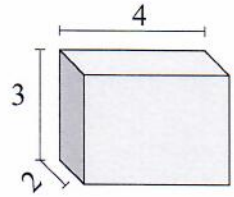

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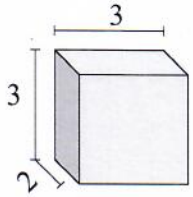

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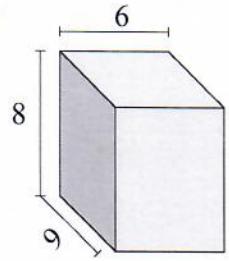

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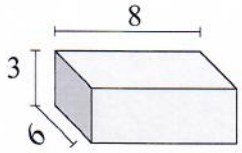

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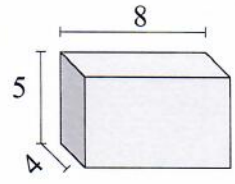

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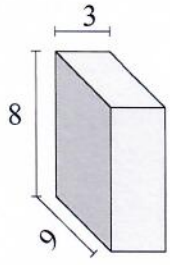


Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

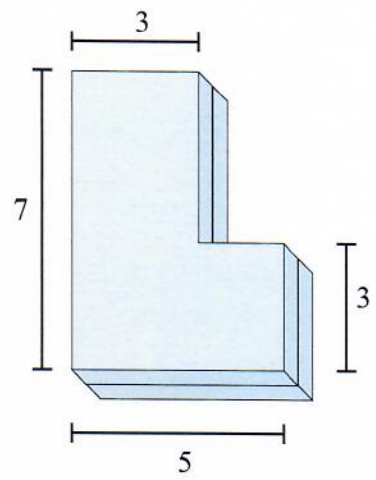
1-10	90	80	70	60	50	40	30	20	10	0

Finding Total Volume Name:

Fri. 4-3-2020

Find the total volume of each figure shown. Measured in cm (not to scale).

1)



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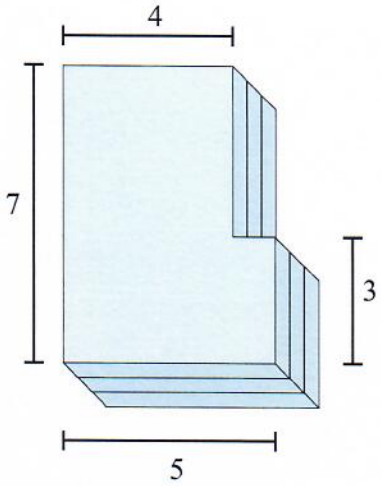

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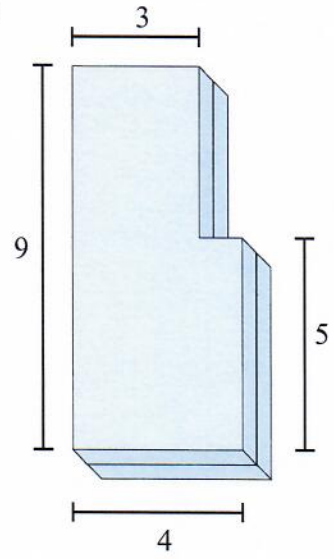

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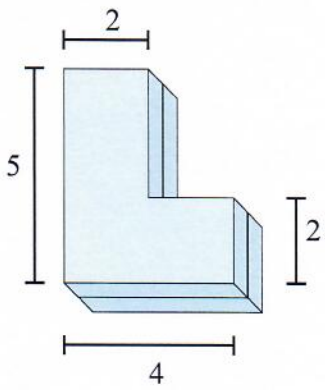
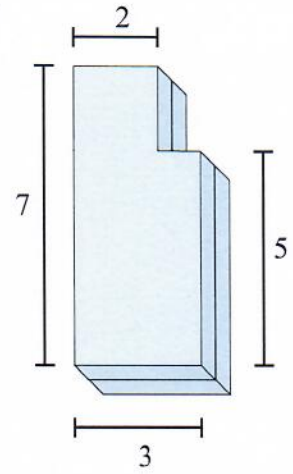
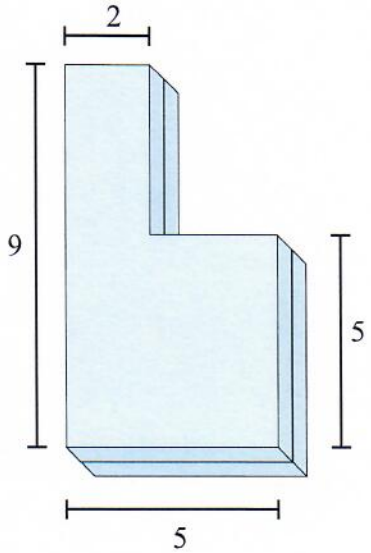


5)



6)



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1-6	83	67	50	33	17	0

Monday, March 30th

Name: _____ Date: _____ #: _____

Unit 9 Assessment
SS5H5

Choose the best answer for each question.

1. In 1948, the Allied nations airlifted supplies to which city?
   a. Moscow
   b. Prague
   c. Beijing
   d. Berlin

2. How did the relationship between the U.S. and Soviet Union change in the decade following World War II?
   a. During World War II, the two countries fought against each other directly with weapons, afterward, they did not
   b. During World War II, the two countries were allies; afterward, the countries were enemies
   c. During World War II, neither country built atomic or nuclear weapons; afterward, both of them built these weapons
   d. During World War II, both countries were democracies; afterward, the Soviet Union became a dictatorship

3. What was the main purpose of U.S. foreign policy in the decade following World War II?
   a. To destroy the Soviet Union
   b. To kill Soviet dictator Joseph Stalin
   c. To prevent Communism from spreading to new countries
   d. To defend China against the Soviet army

4. What was the purpose of the Berlin Wall?
   a. To protect the Soviet Union from an invasion by the U.S. and its allies
   b. To protect democratic Western Europe from a Soviet invasion
   c. To prevent citizens of Communist East Berlin from escaping to democratic Western Europe
   d. To prevent Soviet spies from infiltrating democratic Western Europe

5. What can you infer about the Vietnam War?
   a. It involved a direct confrontation between the American and Soviet armies
   b. It decided whether the nation of Vietnam would have a Communist or democratic government
   c. It involved the use of nuclear weapons
   d. It was started by President Harry S. Truman

6. The stockpiles of nuclear weapons amassed by the U.S. and USSR acted as a deterrent to war. What does this mean?
   a. The weapons helped prevent all-out war
   b. The weapons led to wars in places like Vietnam and Korea
   c. The weapons eased the public's fears about nuclear war
   d. The weapons allowed the U.S. to eventually win the Cold War

7. What word describes the Communist governments that exist in real life?
   a. Repressive
   b. Fair
   c. Religious
   d. Popular

8. What was the significance of the fall of the Berlin Wall?
   a. It marked the breakup of the Soviet Union into smaller countries
   b. It marked the point when Germany became a Communist nation
   c. It was the only successful attack by the U.S. on a Communist target
   d. It signaled the end of Communist domination of Eastern Europe

9. In a real-life communist society, who are the wealthiest and most powerful people?
   a. Intellectuals
   b. Business leaders
   c. Military leaders
   d. Whoever controls the government

10. What was the significance of 38 degrees north latitude?
    a. It was the line that divided North Korea from South Korea
    b. It marked the point where American troops first landed in Korea
    c. It separated the free part of Korea from the part occupied by Japan
    d. It was the site of the largest battle of the Korean War

Monday, March 30th

11. What did the Cold War have in common with the Korean War?
    a. Both were fought over territory in Asia
    b. Both involved violent battles between American and Soviet forces
    c. Both turned into long standoffs, with no clear winner
    d. Both were fought to stop the spread of democracy

12. Why did China enter the Korean War?
    a. To spread Communism through the entire Korean peninsula
    b. It was asked to by the Soviet Union
    c. It was attacked by the United States
    d. It felt threatened by U.S. troops on its border

13. When did the Korean War take place?
    a. 1941-1945
    b. 1950-1953
    c. 1965-1974
    d. 1979-1981

14. According to the domino theory, why couldn't America let Communism take over Vietnam?
    a. The Soviet Union would quickly declare war on the U.S.
    b. Other countries would quickly become Communist countries as well
    c. The alliance between France and the U.S. would be broken
    d. The people of Vietnam would suffer under a repressive dictatorship

15. What factor contributed most to the unpopularity of the Vietnam War in the United States?
    a. The personal unpopularity of President Lyndon Johnson
    b. The gruesome death and bloodshed on both sides
    c. The fact that most Americans supported Ho Chi Minh's goals
    d. The fact that most Americans wanted to fight the Soviet Union instead

16. Which term best describes the relationship between the U.S. and Vietnam today?
    a. Fellow democracies
    b. Vicious enemies
    c. Close allies
    d. Trading partners

Read each sentence and write T for True and F for False.

17. _____ Vietnam is in Southeast Asia.

18. _____ The Allies helped western Europe recover from the Cold War.

19. _____ The U.S. did not care if Communism spread throughout Asia.

20. _____ Many Americans protested against the Vietnam War.

21. _____ The Cold War never involved fighting between the U.S. and the Soviet Union.

22. _____ People who live in Communist countries are free.

Fill in the blank with the correct words from the word box.

Nikita Khrushchev	Berlin Airlift	Evidence

23. "McCarthyism" describes making charges against people without _____.

24. Bringing supplies to West Berlin was known as the _____.

25. _____ was premier of the Soviet Union and head of the Soviet Communist Party.

Tuesday, March 31st

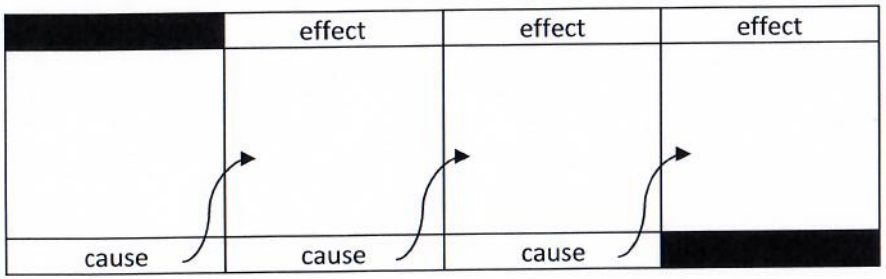
Assess Your Understanding

List 5 public places where whites and blacks were separated.

1.
2.
3.
4.
5.

Cause and Effect

Write the numbers for each statement in correct order in the diagram.



1. "We cannot buy decent goods or service anywhere."
2. "Your community can't shop in my store! It's for white customers only!"
3. We don't like the competition. You are asking for trouble!"
4. "Then we will just open our own shops."

How do you think this situation made African Americans feels?

Fighting for Equality

The Civil Rights Movement changed America during the 1950s and 1960s. It resulted in laws that guaranteed constitutional rights to all citizens regardless of race. The struggle for civil rights came after years of discrimination and segregation (forced separation of different racial groups). Segregation was a system of laws used by whites to control African Americans and keep the two groups separated. Signs reading "Whites only" and "Colored only" were found in restaurants, movie theaters, hotels, restrooms, and water fountains.

The Jim Crow Era

One of the most unfair developments of the segregation era was the Jim Crow Laws. "Jim Crow" referred to an African American character in a popular song in the early 1800s. It was also used to describe laws and ordinances created by states, counties, and cities over many decades, starting in 1874. In theory, it kept white and African Americans separate but "equal." But really, blacks got inferior treatment and facilities.

Effects on African Americans

- Feelings of anger and despair
- Difficult to obtain work that paid well
- Difficult to get basic goods and services at affordable prices
- Many started their own businesses
- Boycotts and threats from whites

For example, black people would have to sit in the back of a streetcar by law. Buses, taxis, and trains also were segregated by law. Plus, public places like parks, bathrooms, and waiting rooms were segregated by Jim Crow laws. There were even separate drinking fountains for whites and blacks!

It got worse. African Americans were restricted in the jobs they could get. Many whites thought black belonged in low-paying jobs, like those on farms or in cotton mills. Plus, black customers were not welcome to buy goods and services from businesses that served "whites only."

Many African Americans decided to start their own businesses. But white people in the community often refused to spend money at their businesses and even made angry threats against the owners.

Wednesday, April 1st

Inference

Who said it? Read the statements below. Write L if you think Linda Brown said it; write P if you think the principal said it; and write M if you think Thurgood Marshall said it.

_____ 1. "It's time that every child has an equal chance for a good education!"
_____ 2. There are no black children in this school today, and there will be no black children tomorrow!"
_____ 3. "I have such a long walk to school! I get so tired. My daddy says it's very dangerous in the railroad yard, too."
_____ 4. "I hope everyone is nice at the new school. It's going to be really scary to go there."
_____ 5. "The Brown family is very brave to do this. I am honored to represent them in court."

Comprehensive Cross-Check

Finish each sentence with the phrases listed below. Make sure you put proper punctuation at the end!

1. Rosa Parks sat _____
   _____
2. Rosa Parks refused to give up _____
   _____
3. Martin Luther King Jr. _____
   _____
4. The Montgomery Bus Boycott _____
   _____
5. The buses were integrated _____
   _____

led a bus boycott	in a seat reserved for black people	after a Supreme Court ruling	her seat to a white man	was a nonviolent protest

Segregation in School? No More!

Schools were another place where blacks and whites were separated. In Topeka, Kansas, a black third-grader named Linda Brown had to walk one mile through a railroad switchyard to get to her black elementary school.

There was a white elementary school much closer to her home. Her father tried to enroll her there, but the school principal refused. The case went to court. Linda Brown's lawyer was Thurgood Marshall. He argued before the U.S. Supreme Court that having separate schools violated the 14th Amendment to the Constitution. (The 14th Amendment guaranteed all Americans equal rights and protections!) The Supreme Court agreed with him! In 1954, they ruled in *Brown vs. Board of Education* that students could no longer be segregated. This step was a big decision toward integration (the act of bringing racial groups together in a community).

Let's Take the Bus!

In 1955, an African American woman named Rosa Parks took a very brave step toward integration and civil rights. After a long day at work, she took a seat in the black section of a bus in Montgomery, Alabama. When all the "whites only" seats were filled up, Rosa was told to give up her seat to a white man. She refused and was arrested.

Martin Luther King, Jr. led a nonviolent protest against what had happened to Rosa Parks. He urged blacks to boycott (to stop buying or using something as a means of protest) the buses. The Montgomery Bus Boycott lasted for about one year and cost the bus company a lot of money. The bus companies finally agreed to integrate the buses after the U.S. Supreme Court outlawed the segregation of all public transportation in the city!

Friday, April 3rd

Key Concept Check-Point
Answer the questions.

1. What famous African American civil rights leader spoke at the civil rights march in 1963?

2. What was the name of the march in 1963?

3. What was the name given to his speech at the march?

4. In his speech, he expressed hope that _____ children and _____ children could one day live peacefully.

5. Circle one reason for the success of the march.
   a. good weather
   b. peaceful methods
   c. good speeches

Critical Thinking
The Civil Rights Act fought to end discrimination in public places based on color, race, or religion. Read each scenario. Write a D by each one that shows discrimination.

_____ A sign in a restaurant window that reads: "Whites Only."

_____ A white woman and a black woman have lunch together on a park bench.

_____ A woman and a man apply for the same job. She is more qualified but is not hired because the boss does not want women working there.

_____ An African American man must take a literacy test before he is allowed to register to vote.

Problem-Solution
Match the civil rights legal decisions and laws with the results.

_____ 1. *Brown v. Board of Education*	A. Banned literacy tests
_____ 2. Civil Rights Act of 1964	B. Desegregated schools
_____ 3. Voting Rights Act of 1965	C. Ended segregation in public places

March on Washington
Blacks and whites both called on President Kennedy and Congress to make a law that would guarantee equal rights and quality education for African Americans. In 1963, more than 250,000 people gathered in Washington D. C. to get the attention of Congress. The March on Washington sent a clear message to Congress to vote "yes" on civil rights legislation.

Martin Luther King Jr. delivered a famous speech at the gathering. It is known as the "I Have a Dream" speech. King said that he dreamed of a world where black children and white children could play together in peace. The march made an impact on America partly due to its peaceful methods. King always urged people to protest unfair laws without violence.

Civil Rights is the Law!
The Civil Rights Movement finally led to the Civil Rights Act in 1964. The act prohibited discrimination based on color, race, or religion in places like restaurants, hotels, motels, and theaters. The law enforced desegregation of schools by saying that no federal money would be given to segregated schools. The Civil Rights Act also said that people of all races, male or female, should have equal chances to get a job.

There were still other problems in the South. The 15th and 19th Amendments to the Constitution had given African American men and women the right to vote. Yet many states still used reading tests (known as "literacy tests") to keep them from voting. The Voting Rights Act of 1965 put a stop to that by banning all literacy tests!

President Lyndon Johnson signed both the Civil Rights Act and the Voting Rights Act into law. Johnson had become alarmed at how African Americans were threatened by violence and denied basic rights. He defied southerners in his own Democratic Party and got the Civil Rights Act going after it had stalled in Congress. Johnson worked closely with Martin Luther King Jr.

Another important figure in the battle for civil rights was Cesar Chavez. He had been a migrant worker and protested poor working conditions for Mexican Americans working on U.S. farms. He formed a union and led a strike against grape growers in California. Eventually, he helped get better pay and working conditions for farm workers in several states.