At Home Learning Resources

Grade 4 - Week 7

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or **Word Work** or **Phonics/Vocabulary**	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or **Social Emotional Learning**	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 4 ELA Week 7

Your child can complete any of the activities in weeks 1-6. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/Page/3800

This week begins a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on exploring new vocabulary each week.

Reading: Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will be working on informational books for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: Grade 4 Nonfiction Writing Choice Board. Click on the images/starbursts to watch the video tutorials. This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 informational book and work to refine it throughout, or might write multiple books, getting better each time.

Word Work: Students can work on learning new vocabulary about a topic they are interested in. They can write the word, draw the word, and write the word in a sentence.

When reading informational texts, think about the following. Annotate, stop and jot, and respond in writing as you are reading or when you are done.

To Read Nonfiction Well...

Make a connection to your text.

Preview the whole text and predict how it might go.

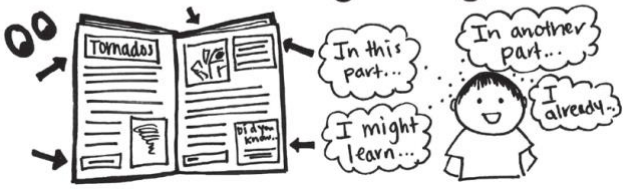
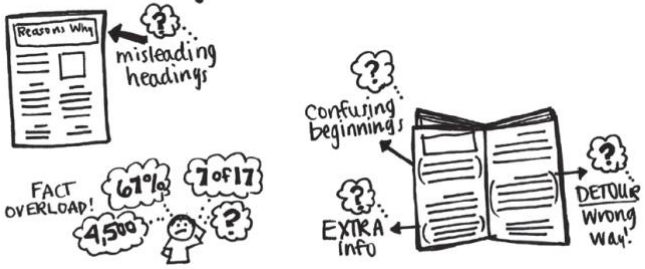


Figure out the text's structure – use it to determine importance.

Tackle the hard parts.



Notice if the text is hybrid – use your lenses to read.

Figure out the meaning of unknown words.

Dolphins

What are Marine Mammals?

Look in the ocean. You might see a fin pop in and out of the water. You might even see two, three, four, five fins. Are they sharks? No, they are dolphins! Dolphins are one of the world's smartest marine mammals.

Dolphins love to play.

Dolphins, like many marine mammals, live underwater. They need water to live. Dolphins are mammals. This means they are warm-blooded and they have backbones. Their babies grow inside their mothers. Marine mammals have lungs, too. Marine mammals breathe air.

What are Dolphins?

Dolphins are one kind of marine mammal. Dolphins are part of a group of marine mammals that includes seals, whales, and walruses. Dolphins live in saltwater and freshwater. Dolphins swim and spin in water. They jump above the water's surface. Dolphins love to play.

Dolphins are also smart. They "talk" to each other. Dolphins learn, and they teach each other. Some dolphins have helped people.

How are Dolphins Classified?

Scientists classify, or organize, dolphins into different species. All marine mammals belong to the order *cetacea*. There are more than 30 saltwater dolphin species. There are about five freshwater dolphin species. The common dolphin belongs to the genus *delphinus*, the family *delphinidae*, and the order *cetacea*.

Where do Dolphins Live?

Most dolphins live in saltwater. Saltwater dolphins can be found in all the world's oceans. Freshwater dolphins are called river dolphins. River dolphins can be found in Asia and South America. River dolphins have lived in the Yangtze River in China. River dolphins have also lived in the Amazon River in Brazil.

What Adaptations Help Dolphins Survive?

Millions of years ago, dolphin ancestors lived on land. About 55 million years ago, those ancestors moved from land to water. Since then, dolphins have evolved to adapt to life in the water. To evolve means to change to fit an environment.

Some river dolphins live in the Amazon River in South America.

Fins

Dolphins have many fins all over their body. Fins help dolphins move in water. The fin at the end of a dolphin is its tail fin. Another name for the tail fin is its fluke. The fluke moves up and down. The fluke pushes the dolphin forward.

Dolphins also have two small fins on each side of its body. These side fins look almost like tiny arms. These fins are called flippers. Together with the fluke, flippers help a dolphin steer.

The fin on the top of a dolphin is called a dorsal fin. This is the fin you see above water. It looks like a shark's fin. The dorsal fin balances a dolphin under water. Without a dorsal fin, a dolphin would roll around.

Blowhole

Dolphins need air to breathe. But dolphins can't breathe through their mouths like we do. Dolphins breathe through blowholes at the top of a dolphin's head. Dolphins open their blowholes when they reach the water's surface. They take in a deep breath of air. Underwater, dolphins close their blowholes. Dolphins swim underwater for a few minutes before needing another breath of air.

Echolocation

Dolphins make lots of sounds. They can grunt, squeak, buzz, and click. We whistle by blowing air past our lips. How do dolphins whistle? They push air past a nasal passage through a fold that works just like our lips near the tops of their heads.

Dolphins have small ear holes on the sides of their heads. Scientists believe that dolphins do most of their "hearing" by sensing vibrations in their lower jaw.

Sound travels well underwater. When a dolphin makes a sound, the sound bounces off objects. The sound bounces back by vibration. A dolphin can sense these vibrations. Sound vibrations also travel to the ears located inside a dolphin's head. The process of sending out sounds that bounce back is called echolocation. Dolphins use echolocation to catch food.

What is a Dolphin's Diet?

Dolphins are carnivores. They eat meat. Dolphins eat mostly fish. Some dolphins also eat squid or crabs. Dolphins catch their food in many ways.

Whacking

Dolphins catch fish in many ways. Sometimes they use their flukes to catch fish. Dolphins use

flukes to stir underwater mud. This confuses fish or sends fish in another direction to be eaten. Sometimes dolphins use flukes to hit fish. They knock fish out. This is called whacking.

Dolphins often herd a school of fish.

Herding

Sometimes dolphins work together to catch fish. A group of dolphins is called a pod. A dolphin pod will swim around a school of fish. They pack the fish very close together into a ball-like shape. Then dolphins will take turns swimming through the ball of fish, eating the fish. This is called herding.

Scavenging

Dolphins also catch left over by people. Many fishing boats catch fish. These boats dump unwanted fish and fish parts. Dolphins follow fishing boats. Dolphins eat unwanted fish. This way of eating is called scavenging.

What is a Dolphin's Life Cycle?

Dolphins have different stages of life, just like people do. First, dolphin babies are born. Then the babies grow into adults. Adult dolphins make their own dolphin babies. Every living thing has a stage from birth to death. These stages together are called a life cycle.

Dolphin Babies

Baby dolphins grow inside of their mother's body for up to 11 months. Some dolphin babies grow inside their mother for up more than a year. Baby dolphins are called calves. Calves are often born tail first. Most dolphin mothers give birth to one calf at a time. Mothers give birth to a calf once every two to three years. Calves nurse with their mothers for six months to two years.

After six months, most dolphin calves are ready to eat on their own. These calves stay with their mothers for another three to eight years until they are old enough. Mothers and other dolphins in the pod protect their calves during this time.

Adult Dolphins

Dolphins live for about 30 years. Some can live for up to 50 years. During this time, adult dolphins mate every two years or so. In the spring, male dolphins court females. Males will swim next to females. They will pet each other with their fins. After mating, male dolphins swim in patterns. They make underwater sounds. Scientists think they do this to show females they are good dads. Scientists also think male dolphins do this to keep other males away.

Can Dolphins Talk?

Dolphins can swim in pods of up to 40 dolphins. In these pods, dolphins love to talk to each other.

Lots of animals talk to each other. Monkeys talk to other monkeys. Crows talk to other crows. But only a few species call each other by name. Humans do. You know this, because you have a name! But did you know that dolphins name their babies, too?

Dolphins swim in groups called pods.

Imagine a dolphin swimming up to another and saying, "Yo, Mike, what's up?" That sounds pretty silly, but this is like what dolphins do. Dolphins have a special "whistle" they use to let others know that they are around. This special whistle is like a name for a dolphin. Dolphins that are friends copy the whistle and call the name to their friend. Dolphins also copy their mother's whistle, calling her by name, too. A mother dolphin might repeat the same whistle over and over until her baby learns its mother's name.

Are Dolphins Smart?

Scientists think dolphins are one of the smartest animals. Dolphins have big, complex brains. Dolphins show their smarts in the way they solve problems and the way they interact with others.

Dolphins have big brains. It's brain can work faster than most human brains. These brains help dolphins solve problems. When a dolphin uses echolocation, its brain can quickly process the sound so the dolphin knows what to do and where to go.

Dolphins use tools. One tool dolphins use are sponges. We're not talking about the sponges people use to wash dishes. Dolphins use the sponge, which is an animal that lives under the sea. Some dolphins wrap sponges around their mouth. The sponge protects the dolphin's mouth from getting too many scratches.

Dolphins play. They love to make bubble rings in the water. They love to ride waves like a body surfer. Scientists think dolphins are smart in the way they play.

Dolphins also work together with other animals. They have been known to help beached whales get back into the ocean. Dolphins have been known to help human swimmers in need. One famous story about dolphins is that a pod of dolphins helped people stranded in a boat by pushing the boat back to the shore.

What Threats do Dolphins Face?

Many dolphins are at the top of the food chain, which means they don't have any natural predators. Sharks, however, can threaten smaller and younger dolphins. Some adult dolphins can fight off shark attacks. A pod of dolphins can ram a shark with their strong noses to fight a shark.

Dolphins can get sick, just like humans. Sometimes dolphins can get sick from viruses or bacteria. Other times dolphins can be attacked by parasites which are small organisms that live inside another animal. Parasites take the nutrients of the host animal, which can cause illness.

A big danger to dolphins, however, is people. Humans fish the ocean where dolphins swim. Humans cast nets into the water. Sometimes dolphins can get caught in these nets. A caught dolphin can get trapped underwater. A dolphin trapped underwater cannot breathe air. If a dolphin can't get a breath of air, it will drown.

Brand X Pictures/Getty Images/HIP

Another human threat to dolphins is human waste. Garbage gets into the ocean and pollutes dolphin habitats.

What Can We Do to Help Dolphins?

Dolphins are beautiful, intelligent, and friendly animals. They have a right to live peacefully without threats from humans. There are many things people can do to prevent dolphins from being endangered or dying out.

At your local grocery store, you can buy tuna that is "dolphin safe." You can write letters to government leaders to ask them to write laws to protect dolphins. You can use fewer plastics or recycle the plastics you do use. It might be the little things people can do that can make a big difference for dolphins.

What Will the Future Be Like for Dolphins?

No one can say what the future will be for dolphins. These beautiful and intelligent creatures could go extinct if they are harmed by human actions.

There is still hope for dolphins. Many groups have formed to help protect dolphins and their habitat. People know more about the kinds of things that hurt dolphins. People around the world are working together to keep dolphins safe, healthy, and alive.

Baiji River Dolphin

The baiji was a river dolphin that swam in the Yangtze River in China. For 20 million years, this dolphin swam the river. The baiji was a symbol of peace and prosperity for ancient Chinese people.

In the late 1950s, the government of China wanted to change the way people lived. They wanted more factories. Factory pollution went into the river. The government built a big dam on the Yangtze River. This dam led to more boats on the river and less space for dolphins.

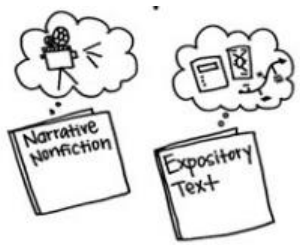
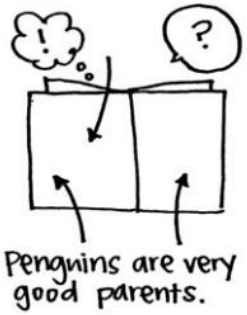
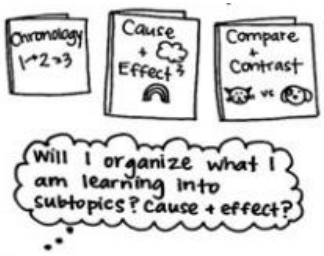
The Chinese government also wanted to change old Chinese culture. The government didn't want people to see the baiji as special. They made it legal to hunt the baiji. Baiji also got caught in fishing nets. After a while, the baiji began to die out. The last known baiji river dolphin died in 2002. Some people think a photo was taken of a baiji in 2007. No other baiji have been seen since. Scientists think the baiji are extinct.

Glossary

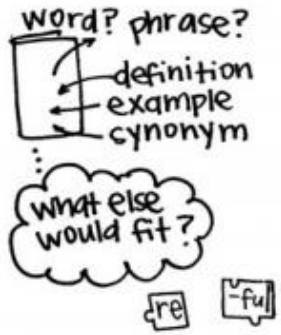
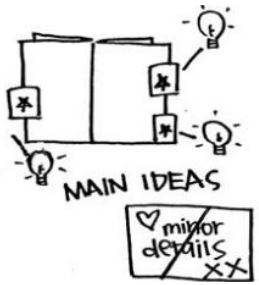
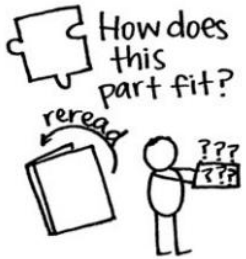
extinct—not existing anymore
habitat—the place where an animal or plant lives and grows
prey—animals that another animal eats to stay alive
species—a related group of plants or animals

Use these cards to talk or write about your reading. Cut them out and play a game. Discuss/write about whichever card you choose.

NOPQ - Nonfiction

Use text structure (expository, narrative, hybrid) to set a plan for reading. 	Identify relevant details to support a main idea (boxes and bullets). 	Use text features to support comprehension of tricky parts of the text. 	Recognize and use domain-specific vocabulary from the text. 
Identify central message of an entire text/section and think about how certain parts support that idea. 	Think about hidden ideas (ex: author's purpose for writing the text or other ideas not directly stated). 	Identify text structures within sections of text. 	

RST – Nonfiction

Use multiple strategies to figure out tricky vocabulary words. 	Identify multiple main ideas in the text and find relevant details to support them. 	Think beyond what is stated in the text and look for relationships and underlying ideas (inferring). 	Notice the author's perspective and look for changes in perspective as events unfold. 
Make connections/look for relationships among parts of the text or ideas within the text. 			

When summarizing informational texts, think about the text structure and structure your summary to match.
Write a summary about the informational texts that you read.

BOXES and BULLETS

Main Idea or Subtopic

- Supporting detail
- Supporting detail
- Add more bullet points if your text includes them

SEQUENTIAL

Main Idea or Subtopic

1. First thing that happens
2. Second thing that happens
3. Add more steps if your text includes them

COMPARE & CONTRAST

Similarities between two things

- First similarity
- Second similarity
- Add more similarities if your text includes them

Differences between two things

- First difference
- Second difference
- Add more differences if your text includes them

CAUSE and EFFECT

An action that happens first: the reason something else happens

- detail about the action
- add more details if your text includes them

PROBLEM and SOLUTION

A problem

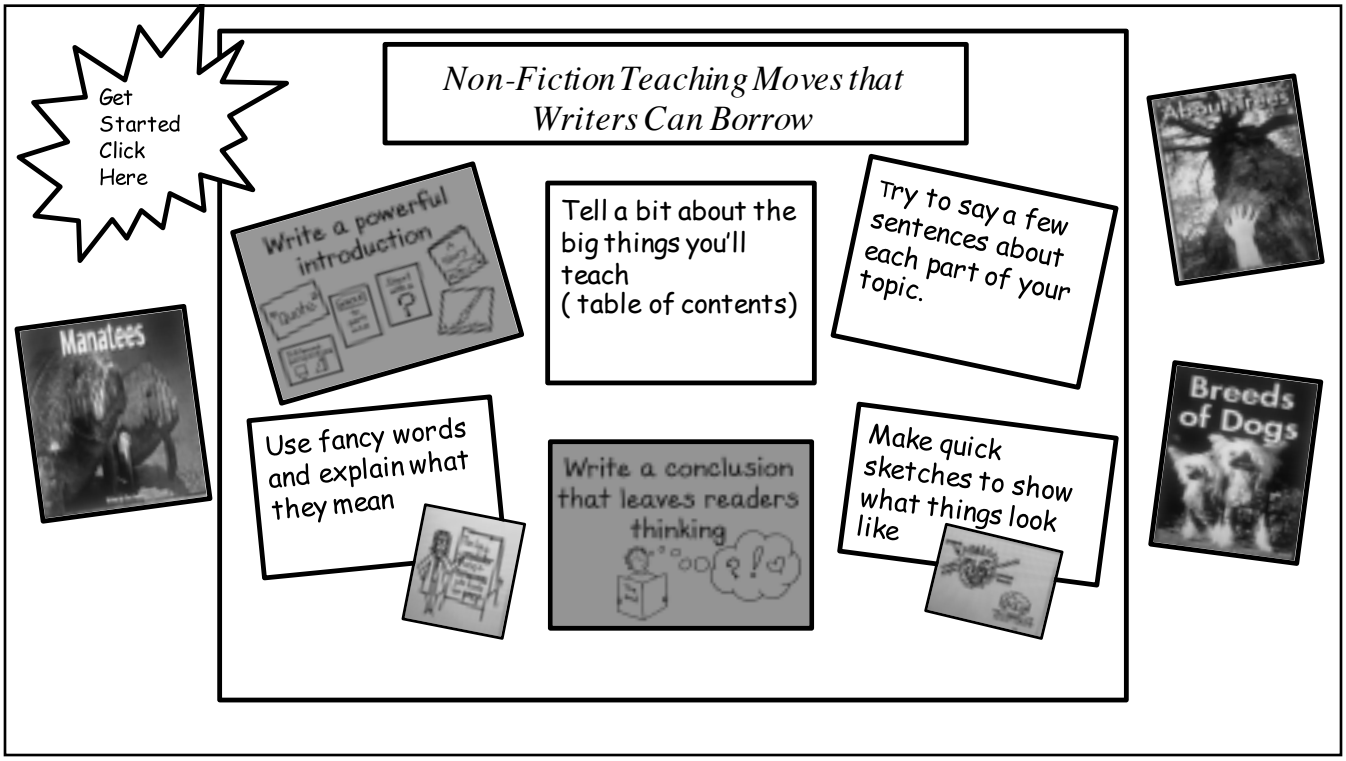
- detail about the problem
- detail about the problem
- add more details if your text includes them

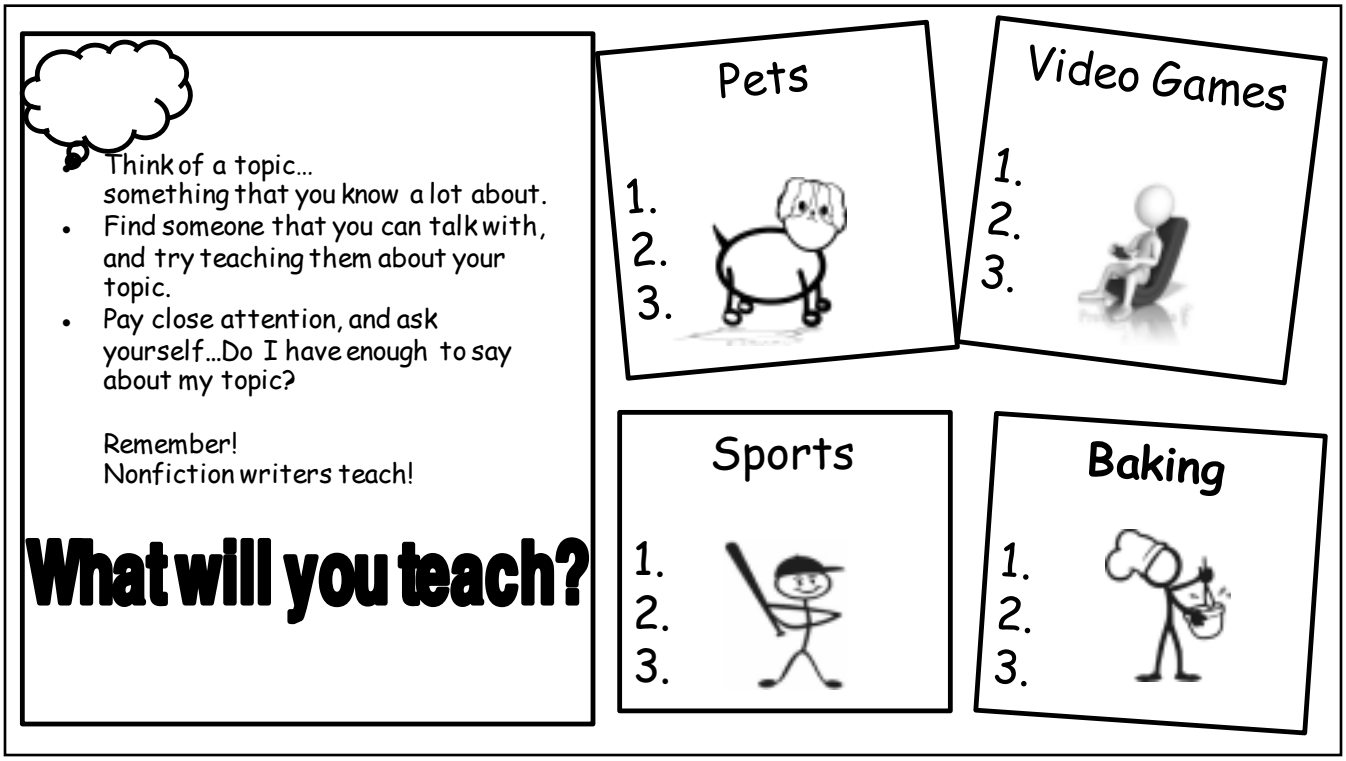
PROBLEM and SOLUTION

A solution to the problem

- detail about the solution
- detail about the solution
- add more details if your text includes them

Grade 4 Informational Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own informational book that teaches others.





Tell a bit about the big things you'll teach (table of contents)

Parts

In the book About Trees, you can see that the author chose to organize her book by teaching about the parts of the tree.

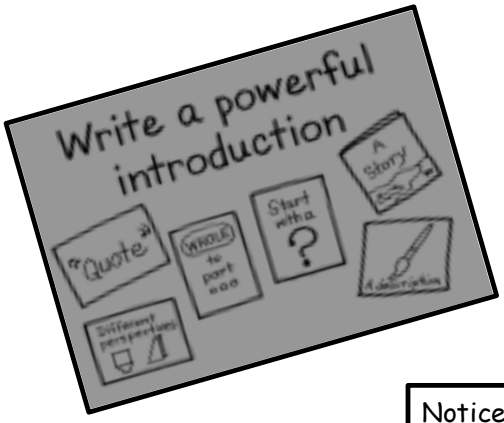
Table of Contents

Introduction 4
Leaves 5
Branches 7
Trunk 8
Roots 10
Sap 11
Seeds 12
Growing 13
Conclusion 14
Glossary/Index 16

Kinds

Sports

1. Adventure Sports
2. Ball Sports
3. Aquatic Sports
4. Mountain Sports
5. Extreme Sports



Some Authors hook their reader by telling a short story related to their topic. Some might choose an interesting quotation, and some might choose to say something interesting by describing their topic.

Notice the way in which the author uses a description to get her readers excited about her topic!

People look tiny when standing next to giant sequoias.

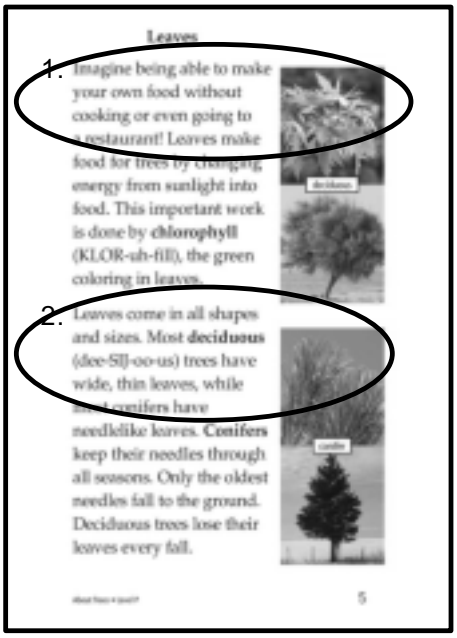
Introduction

Trees are the tallest living plants. Redwood trees can grow as tall as a 30-story building. Giant sequoias can weigh as much as 3,000 large pickup trucks, making them one of the heaviest living things. Trees also live a long time. Many trees alive today were full-grown long before the United States became a country. But these massive trees share something with all plants—they make their own food.

Try to say a few sentences about each part of your topic.

Let's take a look at out mentor text About Trees.

Let's examine the first part of book where she talks about the **leaves** of a tree.

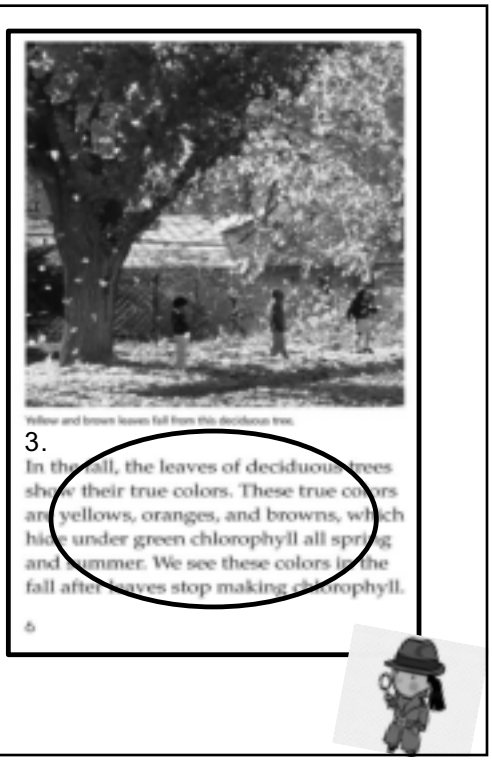


Leaves

1. Imagine being able to make your own food without cooking or even going to a restaurant! Leaves make food for trees by changing energy from sunlight into food. This important work is done by **chlorophyll** (KLOR-uh-fill), the green coloring in leaves.

2. Leaves come in all shapes and sizes. Most **deciduous** (dee-SIJ-oo-us) trees have wide, thin leaves, while most conifers have needlelike leaves. **Conifers** keep their needles through all seasons. Only the oldest needles fall to the ground. Deciduous trees lose their leaves every fall.

5

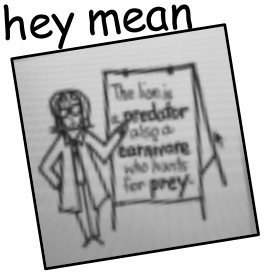


Yellow and brown leaves fall from this deciduous tree.

3. In the fall, the leaves of deciduous trees show their true colors. These true colors are yellows, oranges, and browns, which hide under green chlorophyll all spring and summer. We see these colors in the fall after leaves stop making chlorophyll.

6

Use fancy words and explain what they mean



Notice how the author uses fancy words related to her topic, and then explains what they mean to make it clear for the reader.

- ***ASTERN*** **: Toward the back**
- ***BEAM ENDS:*** **A canoe tipped on its side**
- ***AIR LOCK*** **:The pressure of air that holds water inside an overturned canoe if you attempt to lift it straight up.**

Leaves

Imagine being able to make your own food without cooking or even going to a restaurant! Leaves make food for trees by changing energy from sunlight into food. This important work is done by **chlorophyll** (KLOR-uh-fill), the green coloring in leaves.

Leaves come in all shapes and sizes. Most **deciduous** (dee-SIJ-oo-us) trees have wide, thin leaves, while most conifers have needlelike leaves. **Conifers** keep their needles through all seasons. Only the oldest needles fall to the ground. Deciduous trees lose their leaves every fall.

5

Make quick sketches to show what things look like

You've learned that nonfiction writers include sketches to help their readers understand what things look like.

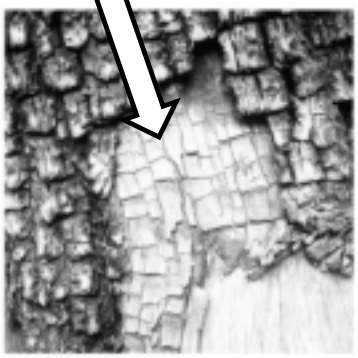
Here our mentor author chose to include a picture of the tubes found in a tree that helps to carry water from the roots to the leaves.

I'm sure glad she did because now when I see a tree, I can look for these tubes, and know exactly what they are.

Now, you try to think of some sketches that you can include in your book to help your reader know what things look like.

Trunk

Tubes in the tree's trunk carry water from the roots up to the leaves. They also carry **sap**, or food, down from the leaves to the roots. These tubes are like highways carrying traffic back and forth. They are close to the outside of the tree, just under the bark.



Layers of bark protect trees.

8

Write a conclusion that leaves readers thinking

You can choose to end your book by leaving your reader with a strong feeling about your topic...

Perhaps finish off by encouraging your reader to some thinking about your topic.

You might even leave your reader with a surprising tip or fact...a WOW a statement!

Let's take a look at our text to see what our mentor author did.

Trees help the earth by keeping the air clean!

Trees are a home to many animals!

Their seeds provide food for both humans and animals!

Conclusion

While trees look like they aren't doing much, they are working. They make their own food by changing sunlight and air into sugars. This helps keep the air clean, too.

Trees are homes and food for birds and other animals. Look to see which animals make homes in trees near your home. Some animals, including humans, eat sap, fruit, and seeds from trees. Others eat bark and leaves.

Holes in trees make safe homes for many owls.

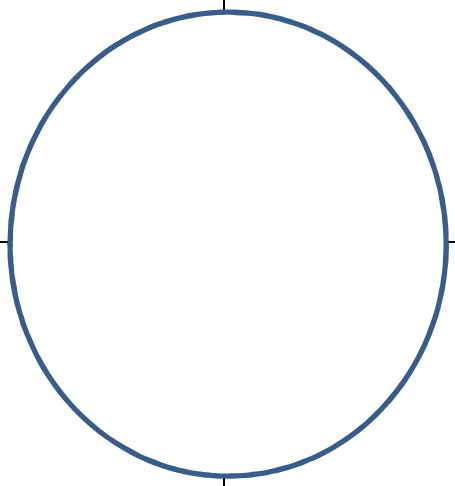
14

You can use this form to learn new vocabulary. One is included, but you can make your own for as many as you need.

Name _____

Vocabulary Four Square

Write the definition:	Use it in a sentence:
Write a synonym of the word:	Draw a picture:

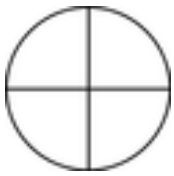


Comparing fractions

Grade 4 Fractions Worksheet

Color in the fractions models. Write > (greater than), < (less than) or = (equal to) between the fractions.

1)

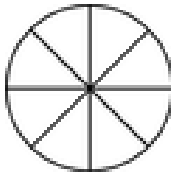


$\frac{1}{4}$

$\frac{1}{3}$

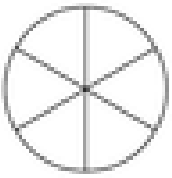
2)

$\frac{3}{16}$

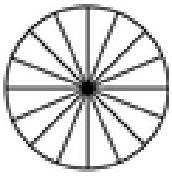


$\frac{3}{8}$

3)

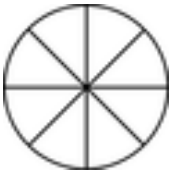


$\frac{4}{6}$

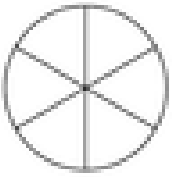


$\frac{4}{16}$

4)



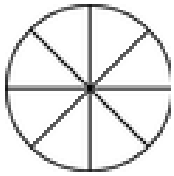
$\frac{1}{8}$



$\frac{1}{6}$

5)

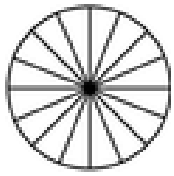
$\frac{5}{16}$



$\frac{5}{8}$

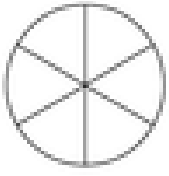
6)

$\frac{1}{3}$

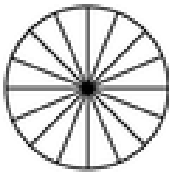


$\frac{1}{16}$

7)



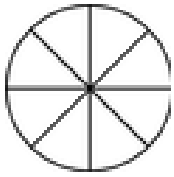
$\frac{2}{6}$



$\frac{2}{16}$

8)

$\frac{8}{16}$



$\frac{8}{8}$

Name : _____ Date: _____

Adding and subtracting fractions with like units

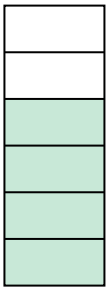
Complete each number sentence and then rewrite the equation using fraction form.

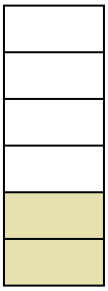
Unit form	Fraction form
Examples: 3 eighths + 4 eighths = 7 eighths	$\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$
8 fifths - 4 fifths = 4 fifths	$\frac{8}{5} - \frac{4}{5} = \frac{4}{5}$
2 fourths + 1 fourth = _____ fourths	
4 sixths - 2 sixths = _____ sixths	
2 fifths + 2 fifths = _____ fifths	
3 tenths + 5 tenths = _____ tenths	
3 fourths - 1 fourth = _____ fourths	
6 tenths + 5 tenths = _____ tenths	
7 eighths - 2 eighths = _____ eighths	
3 fourths + 3 fourths = _____ fourths	

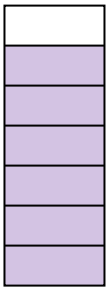
Determining Fractions Relative to Half

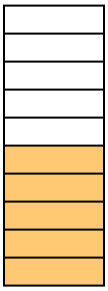
Name:

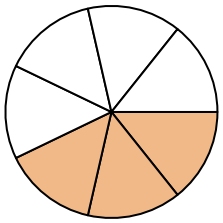
Determine if the shaded amount is 'more' , 'less' or 'equal' to half.

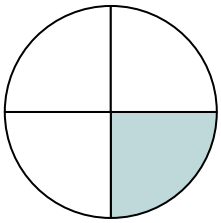
1) 

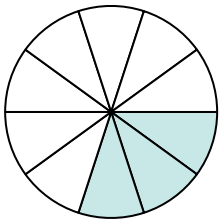
2) 

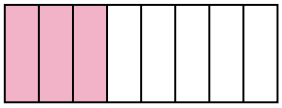
3) 

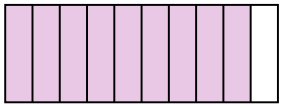
4) 

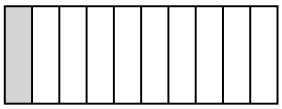
5) 

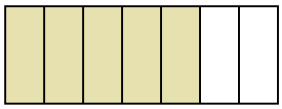
6) 

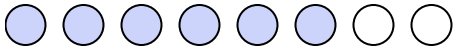
7) 

8) 

9) 

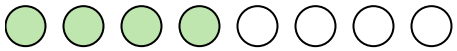
10) 

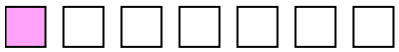
11) 

12) 

13) 

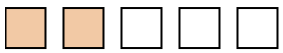
14) 

15) 

16) 

17) 

18) 

19) 

20) 

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

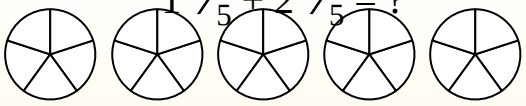
1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Adding Mixed Fractions (visual)

Name:

Use the visual model to solve each problem.

$1\frac{3}{5} + 2\frac{4}{5} = ?$

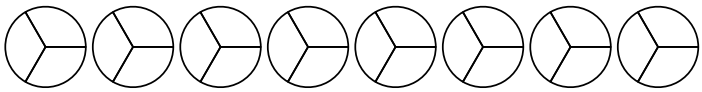


To solve a fraction addition problem one strategy is to shade in the whole amounts first (1 & 2).

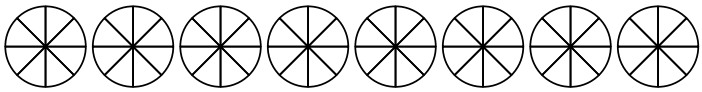
Next fill in the fraction amounts ($\frac{3}{5}$ & $\frac{4}{5}$).

When all of the pieces are filled in we can see that $1\frac{3}{5} + 2\frac{4}{5} = 4\frac{2}{5}$

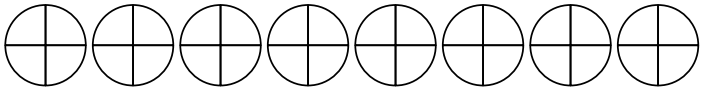
1) $3\frac{1}{3} + 1\frac{2}{3} =$



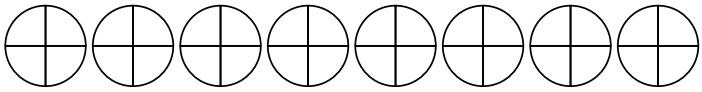
2) $3\frac{3}{8} + 3\frac{2}{8} =$



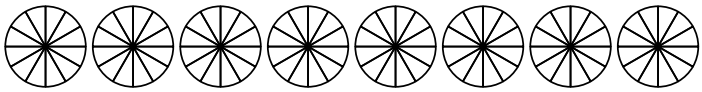
3) $2\frac{1}{4} + 1\frac{1}{4} =$



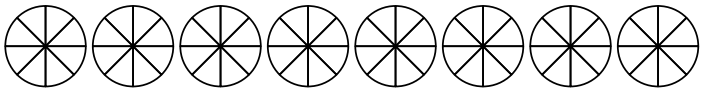
4) $1\frac{3}{4} + 2\frac{2}{4} =$



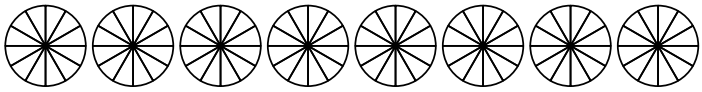
5) $3\frac{3}{12} + 3\frac{7}{12} =$



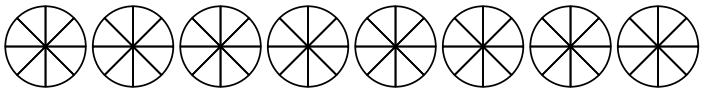
6) $2\frac{4}{8} + 2\frac{2}{8} =$



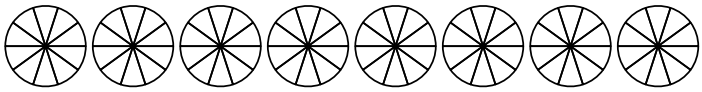
7) $3\frac{4}{12} + 3\frac{6}{12} =$



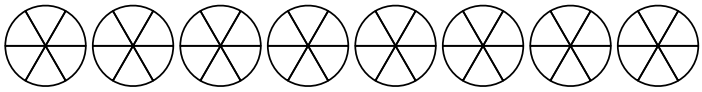
8) $2\frac{6}{8} + 2\frac{3}{8} =$



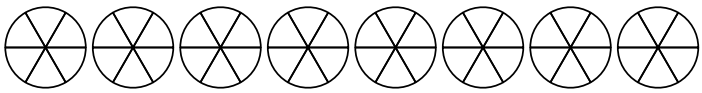
9) $2\frac{2}{10} + 1\frac{1}{10} =$



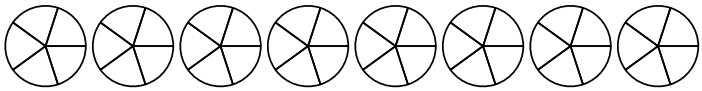
10) $1\frac{3}{6} + 3\frac{2}{6} =$



11) $1\frac{1}{6} + 2\frac{1}{6} =$



12) $2\frac{4}{5} + 1\frac{4}{5} =$



Answers

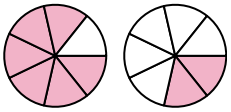
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

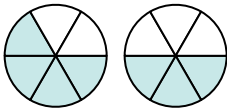
1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

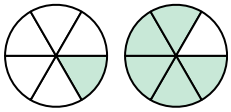
Comparing Fractions

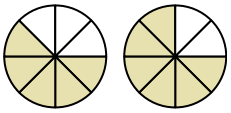
Name:

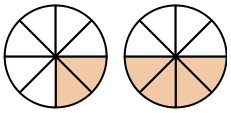
Compare the size of the fractions using < , > or =.

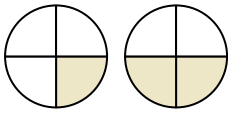
Ex) 

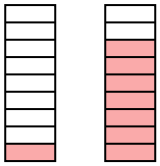
1) 

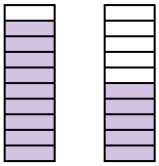
2) 

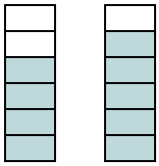
3) 

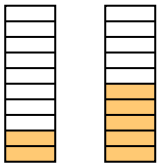
4) 

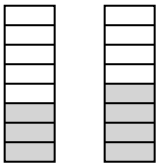
5) 

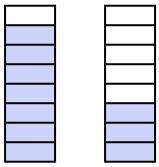
6) 

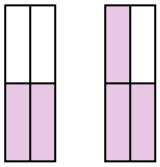
7) 

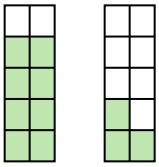
8) 

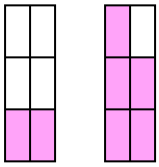
9) 

10) 

11) 

12) 

13) 

14) 

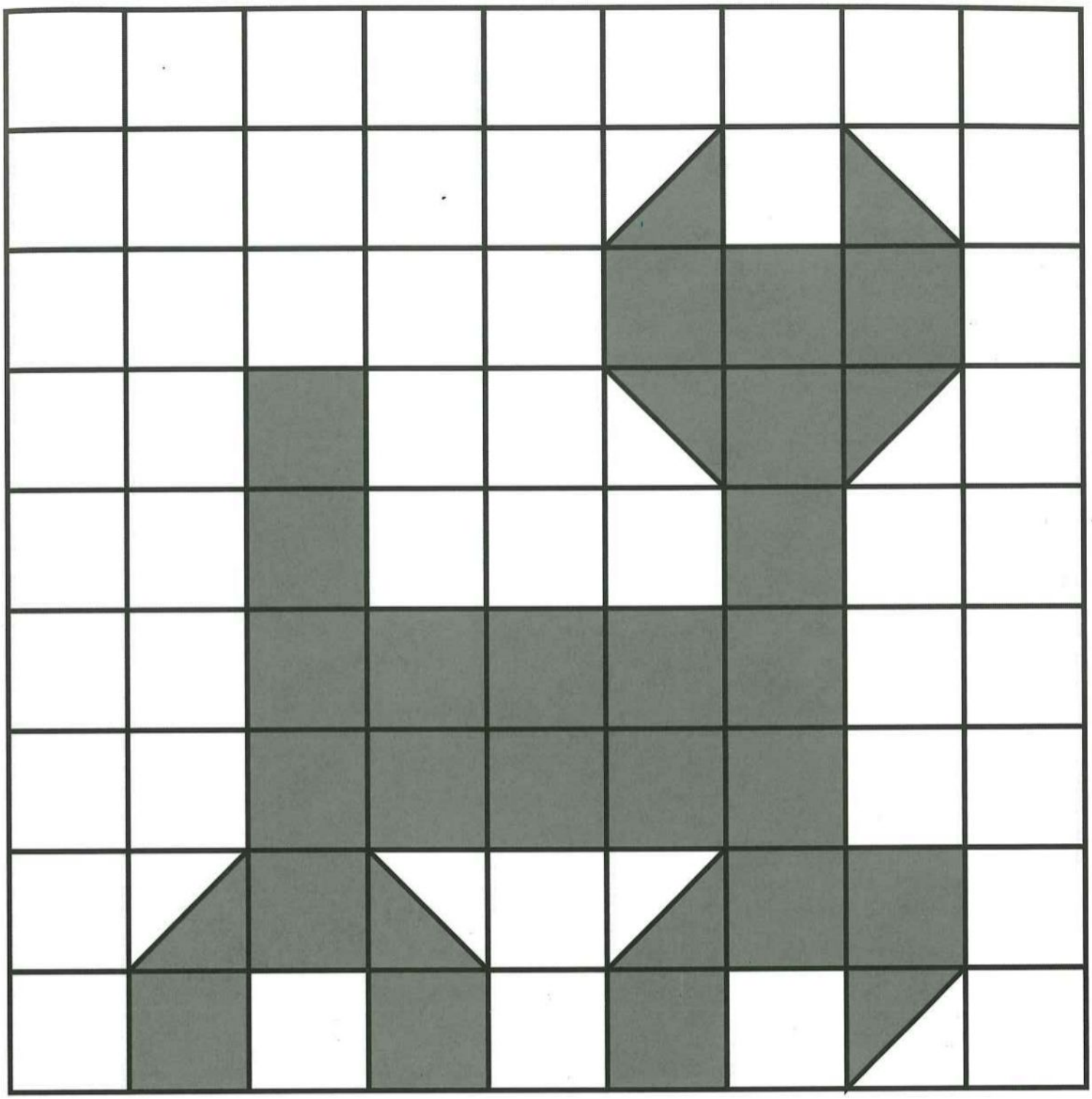
Answers

Ex. $\frac{6}{7}$ > $\frac{2}{7}$

1. ____ ____ ____
2. ____ ____ ____
3. ____ ____ ____
4. ____ ____ ____
5. ____ ____ ____
6. ____ ____ ____
7. ____ ____ ____
8. ____ ____ ____
9. ____ ____ ____
10. ____ ____ ____
11. ____ ____ ____
12. ____ ____ ____
13. ____ ____ ____
14. ____ ____ ____

1-10	93	86	79	71	64	57	50	43	36	29
11-14	21	14	7	0						

Dog or Cat?



Draw one straight line that divides the large square into two smaller rectangles. One rectangle is $\frac{1}{2}$ shaded, and the other is $\frac{1}{5}$ shaded.

Alicia opened her piggy bank and counted the coins inside.
Here is what she found:

- ❏ 22 pennies

- ❏ 5 nickels

- ❏ 5 dimes

- ❏ 8 quarters

a. How many coins are in Alicia's piggy bank?

b. What fraction of the coins in the piggy bank are dimes?

c. What is the total value of the coins in the piggy bank? Give your answer in cents: for example $2.35 is 235 cents.

d. What fraction of the total value of the coins in the piggy bank is made up of dimes?

Grade Four - Science

Saving My Slide-City Home

Name:_____

In this activity, students will learn about the types, causes, and dangers of landslides. Use the engineering design process to protect a house from a landslide! Click on the link below to start.
https://mysteryscience.com/rocks/mystery-4/erosion-natural-hazards-engineering/58?code=NzYzNzIwNDg&t=student

What's the name of your plan? _____

Explain how your plan will protect your house or prevent a landslide:

_____

_____

_____

_____

Draw your plan in this box.

We're Free... Let's Grow!

Name: _____

Too Good to Be True

When the Revolutionary War ended, Americans had won their liberty from Great Britain—and that wasn't all! As part of the agreement to end the war, the British gave the United States control of all the land between the Atlantic Ocean and the Mississippi River. America nearly doubled in size. Included was a huge section of land that had been part of Britain's province of Quebec. This was a huge score for the Americans, but the receiving all that new land wasn't all that it seemed.

New Country in a New Country

In the first few years after the Revolutionary War, the Confederation Congress was America's only central government. Congress had to decide what to do with this vast area the U.S. had just acquired. The decision was easy: Sell it! The United States had just borrowed a lot of money to win a very expensive war, and it needed to pay it back. The U.S. government wasn't allowed to collect taxes from citizens, so selling parcels of land seemed like a great way to raise money. But opening the doors to the new territory wasn't as easy as putting up a "For Sale" sign. For one thing, the U.S. government didn't actually own the land. Several states claimed the territory as their own. And much of the land was already settled by Native American tribes.

Let's Make a Deal

Congress began by figuring out what to do with these new states that had claimed pieces of the territory. The first few years were spent making deals with states to **cede** (pronounced "seed") ownership of the land to the United States. Now that the states had cooperated, what was next? No new land had ever been **incorporated** into the United States before. How should it be done? The area would need to be divided into smaller pieces. But how many pieces? And would those pieces actually become new states?

These questions and more sparked a hot debate. But to get started, Congress passed the **Land Ordinance of 1785**. This law directed the new territory to be divided into square townships measuring six miles on each side. Each township would be divided into sections measuring one mile on each side. As the surveyors began measuring and Congress debated the rest of the details, another piece of business was taking place—clearing "unwanted residents" from the area.

So... How Do We Do This?

The Northwest Territory was not empty land. It was inhabited by Native Americans who had lived there for centuries. There were also unauthorized American squatters living in the territory on land they hadn't paid for. Congress needed these people out. After all, nobody wanted to buy land someone was already living on. In addition to not being able to collect taxes, the early government also wasn't allowed to keep an army standing by. So they put together a small militia of military volunteers from a few states and sent the men to the Northwest Territory to get rid of the squatters and negotiate with the Native Americans. It didn't go very well.

Michikinikwa (Chief Little Turtle) was the leader of the Miami Tribe when Congress passed the Land Ordinance of 1785. He organized the Miami and other tribes in the area to resist the often forceful and violent U.S. negotiations to push Native Americans from their land. The efforts of the Chief and these tribes were some of the most successful examples of Native American resistance to being removed from their native lands.

We're Free... Let's Grow!

Name: _____

This Land is Our Land

The squatters complained and resisted. They'd built homes, planted crops… Where were they supposed to go? Native American tribes resisted, too. They also had homes and crops. Not to mention, the entire history and way of life of their tribes were based in their lands. The American government considered starting a war to get the Native Americans to leave, but it was too expensive. Not only that, some believed it would be wrong to attack the Native Americans. So the United States decided to negotiate a treaty with each tribe, paying the tribe for its rights to the land. The tribes would move, and the land would be open. Easy, right?

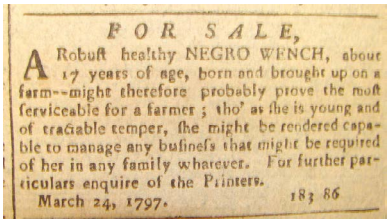
Meanwhile, Back in the States...

For a government with few resources, confronting people in the huge new territory wasn't so easy. But Americans were afraid to give their new government too much money or power because they had just won their freedom from an abusive government. However, the weak-government approach was causing a lot of problems. So in May 1787, a group of men met in Philadelphia to work on a solution. The raging debate that summer was how much power individual states should give up to a central government. While they argued, it was business as usual for the Confederation Congress. Miles away in New York, Congress passed a law for the Northwest Territory that would give the United States government power over all of America's future growth.

A Plan for All Time

The July 1787 **Northwest Ordinance** made the rules for how the new territory would be incorporated into the United States:

- The new land would come under the control of the United States government. It would not become part of any existing states.
- The land would eventually be divided up and become brand new states—at least three, but no more than five.
- Congress would appoint a temporary government for each territory formed in the region.



FOR SALE,

A Robuft healthy NEGRO WENCH, about 17 years of age, born and brought up on a farm--might therefore probably prove the moft ſerviceable for a farmer; tho' as ſhe is young and of tractable temper, ſhe might be rendered capable to manage any buſineſs that might be required of her in any family whatever. For further particulars enquire of the Printers.

March 24, 1797. 183 86

Slavery existed in many states, but was prohibited in the new territory

For a nation debating whether to give the central government more power, this was a big deal! For the first time, the United States government would actually control and govern territory all by itself. Although Congress didn't say it was making a plan for all time, that's what ended up happening.

Fight or Flight

With a plan in place, **settlers** flooded into the new territory. Negotiations were underway with the Native American tribes, but they weren't too excited about being restricted to small areas of land. Treaties were signed—sometimes under threat of war from America—and treaties fell apart. Violence increased as the tribes realized the bad deal they were getting and fought to keep their land. These were some of the most organized efforts by Native Americans to resist U.S. expansion. The white settlers fought to protect their new homes, too, and American soldiers fought to assert American control of the land. One thing was clear: the United States had and would continue to grow. Just like the Native tribes that had lived on the lands that became the 13 colonies, the tribes of the Northwest Territory would be forced to leave their homes, or find ways to resist the growing nation.

We're Free... Let's Grow!

Name: _____

Find Those States! The United States started out with just thirteen states. Use the list below to correctly identify each one on the map. Watch out: Things were a little different back then!

Connecticut	New Hampshire	Rhode Island
Delaware	New Jersey	South Carolina
Georgia	New York	Virginia
Maryland	North Carolina	
Massachusetts	Pennsylvania	

Map of the Northwest Territory, around 1787

(The state lines show the states as they are today)

https://commons.wikimedia.org/wiki/File:Northwest_territory.png

Can you name the states that were formed from the area that used to be called the Northwest Territory?

A _____

B _____

C _____

D _____

E _____

F _____

We're Free… Let's Grow

After reading the selection, consider the words below. On the blank next to the word, write one phrase to show how that word **relates to what you read** (not its definition).

Confederation Congress _____

_____

Taxes _____

_____

Native Americans_____

_____

Cede _____

_____

Township _____

_____

Squatters _____

_____

Little Turtle_____

_____

Treaty _____

_____

Resistance_____

_____

Debate _____

_____

ESL at Home 3-5 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: S A T	Go on a shape hunt. Find five things in your house for each shape: Rhombus Trapezoid Equilateral	How many words can you make from this word? educational	List 5 things in your home that are **solids.** List 5 things in your home that are **liquids**. List 5 things in your home that are **gases**.	Imagine two of your friends went to your school when no one was there. Write or draw their adventure.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are **magnetic**. Find four things in your home that are **mixtures**. Find four things in your home that are **transparent**.	Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo. 	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.