At Home Learning Resources

Grade 5 - Week 8

<table>
<thead>
<tr>
<th>Content</th>
<th>Time Suggestions</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>At least 30 minutes daily <em>(Could be about science, social studies, etc)</em></td>
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<tr>
<td><em>(Read books, watch books read aloud, listen to a book, complete online learning)</em></td>
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<tr>
<td><strong>Writing or Word Work or Vocabulary</strong></td>
<td>20-30 minutes daily</td>
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<tr>
<td><strong>Math</strong></td>
<td>45 minutes daily</td>
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<tr>
<td><strong>Science</strong></td>
<td>25 minutes daily</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>25 minutes daily</td>
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<tr>
<td><strong>Arts, Physical Education, or Social Emotional Learning</strong></td>
<td>30 minutes daily</td>
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</table>

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. Teachers will suggest which parts of the packet need to be completed or teachers may assign alternative tasks.
Grade 5 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/Page/3801

This week continues a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and 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 continue 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 5 Nonfiction Writing Choice Board. This writing should last throughout the weeks. This is a great opportunity to explore new topics. 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 prefixes and finding words that have that prefix. Students will then write the meaning of the word. Students can try to create their own sentences using the words as well.
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.

I already know... I care about...

Preview the whole text and predict how it might go.

In this part... I might learn...

Tackle the hard parts.

Confusing beginning?

Figure out the text’s structure — use it to determine importance.

Chronological

Problem and Solution

FACT overload!

Confusing heading?

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

Expository

Look in

Look around

Narrative

Error, ex.

Explore

Words
Lead is a metal used for many things, but it is dangerous for humans and animals to consume. Residents who drank the water now have high amounts of lead in their bodies, which can cause a number of different health problems, particularly in children. Flint’s children have suffered severe rashes, sore throats, fevers, and cramps from the water. Some have had their hair fall out. It’s the long-term effects of lead poisoning on brain development, however, that are most grim. They include learning disabilities, behavioral problems, and impaired hearing.

So how did lead end up in Flint’s water?

Lead is used for water pipes, and it can end up in water when old pipes crumble or corrode. In 2014, Michigan switched the city’s water source from Lake Huron to the Flint River. The river water is nineteen times more corrosive than water from the Great Lakes, which might have been okay except for one thing: the people in charge of Flint’s water failed to add a key chemical. Without this chemical to prevent corrosion, the river water made pipes crumble. This, in turn, put lead in the water.

It will cost millions of dollars to fix the water problem in Flint. A lawsuit against the Michigan DEQ, the City of Flint, and others may cost millions of dollars more, but lead poisoning is irreversible. It’s the children of Flint who may pay the biggest price of all.
1. What is this passage about?

2. How did government agencies, such as the Department of Environmental Quality, fail the people of Flint, Michigan?

3. How much will it cost to fix the water problem in Flint?

4. Look at the image of a Flint resident holding a baby bottle with dirty water. What does this photograph reveal to readers?

5. What does the title of this article mean, and how does it support the text?

6. What cause-and-effect relationships are present in this passage?

7. What does the author mean when writing, “It’s the children of Flint who may pay the biggest price of all.”

8. What is the connection between the passage and the sidebar that lists other laws you might find in your community? What other laws do you know of? Why are those laws in place?

Extension Activity

Write a response that states and defends your opinion.

Why is it important for everyone to follow laws?
Many people say sipping water, brushing your teeth and taking a shower are good for you. In other countries however, these things can be dangerous. Sometimes they even make people deathly ill.

For nearly 800 million people on this planet, getting sick from water is a reality. They don't have access to safe, clean water.

Petronella Muelula is a mother of eight children who lives in Zambia. She is one of the 354 million Africans who live without a supply of clean drinking water.

Petronella and her children risk becoming sick every time they drink water because the lake they drink from is polluted. The polluted water causes illness.

Not only does it make people sick, polluted water also makes it hard to grow food. It can lead to poverty.

So Much Water, Not Much to Drink
More than two-thirds of the planet is covered by water. Unfortunately, most of it is salt water, which we cannot drink. The word's fresh-water supply is mostly frozen in the polar ice caps. The majority of the remaining fresh water can be found deep underground.

Without a well, it is hard to find fresh water. Especially in places like Africa, building well systems is expensive. It is often more difficult for people in poor countries to get clean water.

Petronella walks more than 2 miles every day to collect water for her family. Still, the water she comes back with is polluted. Petronella's story was told in the film "This Is Normal". Derek Watson directed the film to bring attention to the water crisis.

“When drinking bad water sometimes children can die, so I worry because (my children could) suffer,” Petronella said in the film. “I, myself, could suffer from drinking bad water.”

Deadly Diarrhea

One major risk of drinking dirty water is diarrheal disease. The World Health Organization (WHO) reports that the disease kills 1.5 million children every year.

WHO also reports that the disease causes 1.5 billion cases of illness per year in children younger than 5. Diarrhea causes the body to lose water and salts necessary for survival.

Even though the disease is preventable, it kills more children every year than HIV/AIDS, tuberculosis and malaria combined.

“Diarrheal disease is a lot more of a problem than many people think, certainly in the West,” said Peter Kolksy, a professor at the University of North Carolina. He said people mistakenly think that diarrhea only happens when they go on vacation or eat something funny.

The United Nations said that the number of children losing their lives to polluted water and poor sanitation is greater than the number dying in wars. Much more time is spent in the news talking about wars than the water crisis.

Seeking Solutions

Oklahoma businessman Dick Greenly learned about the world water crisis. He decided to do something.

“I was astounded to discover that a sixth of our world's population is playing Russian roulette every time they take a drink of water,” Greenly told Watson.

In 2008, Greenly and his wife formed an organization called Water4. The goal of the organization is to end the global water crisis.

They hope to achieve this by training people in countries including Zambia, Haiti and Rwanda to drill water wells in and around their villages.

The affordable drilling system allows locals to tap into fresh water underground.

Petronella’s village now has its own fresh-water well.

Before we had this well, we had many children with diarrhea in our village, Petronella tells Watson in the film. “But at this moment it is controlled.”
Water4 is one among many organizations based in America trying to resolve the worldwide water crisis.

“I have hopes and dreams for the future,” Petronella said in the film. “I hope that my children will grow up and be educated. To see that happen would make me the happiest person in the world.”
1. Read these sentences from the article:

   "I have hopes and dreams for the future," Petronella said in the film. "I hope that my children will grow up and be educated. To see that happen would make me the happiest person in the world."

Which of these sentences from the article explains why Petronella has a more positive outlook on her children’s futures?

(A) In 2008, Greenly and his wife formed an organization called Water4. The aim of the organization is to end the global water crisis.
(B) They hope to achieve this by training people in countries including Zambia, Haiti and Rwanda to drill water wells in and around their villages.
(C) The affordable drilling system allows locals to tap into fresh water underground.
(D) Petronella’s village now has its own fresh-water well.

2. According to the information in the article, how do most people in the West view diarrheal disease?

(A) It is not a problem because people usually only get it on vacation or when they eat strange food.
(B) It is a problem in both poor countries and in the West.
(C) It is a problem, but only in poor countries.
(D) It is a problem, but only in the West.

3. According to the information in the article, why is it difficult for people in poor countries to get fresh water?

(A) Building well systems is usually too expensive.
(B) Building well systems is too difficult for the average person.
(C) Most people in poor countries prefer water from local lakes.
(D) Most people in poor countries do not realize that the local water is polluted.

4. Why does polluted water lead to poverty?

(A) It makes it hard for people to grow food.
(B) People get upset stomachs and cannot work.
(C) Sometimes people die from drinking polluted water.
(D) People have to travel long distances to get fresh water.

5. What do Dick Greenly and his wife hope to achieve through Water4?

(A) They hope to make money by drilling water wells.
(B) They hope to help end the worldwide water crisis.
(C) They hope to help people in poor countries to clean up polluted lakes.
(D) They hope to influence the news to report more about the water crisis.
After reading Safe Water Not a Safe Bet and For the World’s Poor, Drinking Water Can Kill, compare and contrast the information in each text. Be sure to include specific details to show how the texts are connected.
Grades 5 & 6 Nonfiction 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.
Record important facts (exact names, places, numbers)

Capture quotes and, if possible, the context in which they were said.

Organize your information: make a table of contents.

Preview texts to identify repeating subtopics.

Synthesize across texts.
Common Structures for Information/Nonfiction Texts

- Problem/Solution
  (i.e., the Problem, Chapters on the Solution)
- Chronology
  (Stories about how one event may come after another unless otherwise explained)
- List/Boxes and Bullets
  (Write about four or more facts, separate the columns or use bullets)
- Classification
  (Assume that there are different kinds in a thing, different categories, then discuss each)
- Definition
  (Plan that something is a word/idea, give examples, contrast with non-examples, or prove your point)

Plan chapters before you write them.

Writing Information Chapters

- Write in paragraphs.
- Cite examples from the text, quoting parts of the text.
- Be sure to give several pieces of evidence for a point.
- Once you include evidence, reflect about the ways that evidence supports your point.
Information Writers Combine

- Explanations
- Descriptions
- Quotations
- Vocabulary Words in bold
- Definitions • Glossary
- Maps and Photographs
- Text boxes
- Statistics
- Observations
- Lists
- Diagrams with Labels

Revise

Include a glossary to define key terms.

In Cambodia, people often eat

Most Cambodians start the day with nom bakh chok, or Khmer noodles. This includes rice noodles with a fish or
ground beef and vegetables such as green beans and
cucumbers. Dinner is the biggest meal of the day. People usually eat
rice and soup. Sometimes, these are combined with vegetables
or meat. Dishes like fried rice, or stir-fried beef with a sweet sauce,
are common.
Today there are more than 16 million people live in Cambodia.

The largest religious site in the world is the temple of Angkor Wat in Siem Reap.

There are many different kinds of interesting animals in Cambodia.
Below are Latin and Greek origin prefixes and suffixes and their meanings. Write three words that contain these prefixes or suffixes. Then write each word’s meaning.

Prefix: dict-  Meaning: to say, tell
#1: ____________________  ___________________________________
#2: ____________________  ___________________________________
#3: ____________________  ___________________________________

Suffix: -mit  Meaning: to send
#1: ____________________  ___________________________________
#2: ____________________  ___________________________________
#3: ____________________  ___________________________________

Suffix: -ject  Meaning: to throw
#1: ____________________  ___________________________________
#2: ____________________  ___________________________________
#3: ____________________  ___________________________________
Directions: Move left, right, up, or down to follow the path of the true math facts. Color the boxes to mark your path.

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Adding/Subtracting Decimals (A)

Calculate each sum or difference.

\[
\begin{align*}
800.54 + 90.52 &= 343.4 + 5.607 = \\
94.9 - 41.871 &= 809.144 - 15.96 = \\
803.309 - 133.36 &= 767.3 - 24.9 = \\
489.08 - 4.2 &= 921.74 + 2.7 = \\
384.94 + 17.348 &= 260.65 - 40.9 = \\
67.1 - 1.19 &= 35.438 - 17.2 = \\
686.4 - 199.61 &= 6.356 + 5.8 = \\
75.715 + 30.5 &= 89.88 - 48.8 = \\
3.7 + 1.5 &= 64.32 + 21.63 = \\
875.75 + 26.64 &= 656.86 + 46.37 = 
\end{align*}
\]
The area of a rectangular vegetable garden is 200 ft². The width is 10 ft. What is the length of the vegetable garden?

852 pounds of grapes were packed equally into 3 boxes for shipping. How many pounds of grapes were there in 2 boxes?

The rectangular room measures 224 square feet. One side of the room is 14 feet long. What is the perimeter of the room?
**NAME ____________________________**

Directions: Move left, right, up, or down to follow the path of the true math facts. Color the boxes to mark your path.

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## Division Worksheet

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Task

a. Jessa has 23 one-dollar bills that she wants to divide equally between her 5 children.
   i. How much money will each receive? How much money will Jessa have left over?

   ii. Jessa exchanged the remaining one-dollar bills for dimes. If she divides the money equally between her 5 children, how much money will each child get?

b. A website has games available to purchase for $5 each. If Lita has $23, how many games can she purchase? Explain.

c. A jug holds 5 gallons of water. How many jugs can Mark fill with 23 gallons of water? Explain.

d. A class of 23 children will take a field trip. Each car can take 5 children. How many cars are needed to take all the children on the field trip? Explain.

e. Write a division problem for \( 31 ÷ 4 \) where the answer is a mixed number. Show how to solve your problem.
### Why are fish so smart?

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<td>W.</td>
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<td>X.</td>
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<td>Y.</td>
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<td>Z.</td>
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</tbody>
</table>
MULTI-DIGIT MULTIPLICATION

2 X 2 AND 3 X 2 MULTIPLICATION
Solve using the traditional algorithm and another method to check.

\[
\begin{array}{cccc}
23 & 65 & 56 & 79 \\
\times 34 & \times 98 & \times 42 & \times 95 \\
65 & & & 79 \\
\end{array}
\]

\[
\begin{array}{cccc}
321 & 645 & 876 & 292 \\
\times 70 & \times 52 & \times 44 & \times 63 \\
284 & 645 & 876 & 292 \\
\end{array}
\]

3 X 3 AND 4 X 3 MULTIPLICATION
Solve using the traditional algorithm.

\[
\begin{array}{ccc}
563 & 348 & 5,875 \\
\times 873 & \times 232 & \times 132 \\
4,811 & 80,568 & 7,735,250 \\
\end{array}
\]
Multi-Step Word Problems

1. The Caplan family was going to New York City to ring in the new year. 16 family members each paid $341 for their plane ticket to NYC, and $298 for their plane ticket back home. How much did all 16 of them pay for their plane tickets in total?

2. When the Caplan family was in NYC, they had to share 8 taxis. They took 24 taxi rides total, and each one cost $49. How much did they pay in taxi cab fare?

3. The Caplan family loved trying out all of the different restaurants the city had to offer. On average, each family member spent $13 at each meal. They were in the city for 7 days, and ate 3 meals per day. How much did it cost each person to eat while they were there? How much did it cost the entire family (16 of them) to eat while they were there?

4. Write and solve a problem the Caplan family may have to solve on their trip.
Michael has 567 pennies, Jorge has 464 pennies, and Jaime has 661 pennies. If the pennies are shared equally by the 3 boys and 33 of their classmates, how much money will each classmate receive? Express your final answer in dollars.

105 students were divided equally into 15 teams.

a. How many players were on each team?
b. If each team had 3 girls, how many boys were there altogether?
Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

**RUBE GOLDBERG MACHINE**

https://tinkerlab.com/engineering-kids-rube-goldberg-machine/

**THINGS THAT ROLL**
- Marbles
- Balls: Tennis, Baseball, Bowling, etc.
- Toy Cars
- Dominoes
- Skateboard
- Roller Skate

**RECYCLABLES**
- Cardboard
- Cereal Boxes
- Cardboard Rolls
- Plastic Water Bottles
- Cans
- Aluminum Foil

**THINGS THAT MOVE**
- Mousetrap
- Dominoes
- Toaster
- Fan

**EVERYDAY MATERIALS**
- Chopsticks
- Popsicle Sticks
- Ruler
- Wooden Blocks
- Bowl
- String
- Tape
- Sand
- Pins
- Hammer
- Balloons
- Water
- Fan
- Vinegar and Baking Soda

**RAMPS**
- Toy Train Tracks
- Marble Runs
- Books
- Trays
- PVC pipe
- Plastic tubing
- Gutters
Grade Five - Science

**Where do fallen leaves go?**

Click on this link to learn the role fungi play in decomposing dead materials and in creating soil.

[https://mysteryscience.com/ecosystems/mystery-3/decomposers-matter-cycle/95?code=NzYzNzIwNDg&t=student](https://mysteryscience.com/ecosystems/mystery-3/decomposers-matter-cycle/95?code=NzYzNzIwNDg&t=student)

In this lesson, the host describes an experiment that relies on different members of the class running experiments using the same items. It’s hard for everyone at home to have the exact same items. Instead, we’ll do a simplified version that’s easier to do at home. Please see the directions on the sheets that follow.
Mold Maker

What conditions are best for the growth of mold?

You’ll Need
- 3 zipper-style sandwich bags
- 3 slices of preservative-free bread
- shoe box with lid or large coffee can with lid
- refrigerator or cooler
- masking tape
- marker

1. You will need approximately two weeks to complete the entire experiment. Start by taking three slices of preservative-free bread that have all come from the same package. Place each slice in a zipper-style sandwich bag. Seal each bag tightly. Why is it best to use bread that has no preservatives in it? Why are you using bread that comes from the same package? Why are you sealing the bags? Write your ideas here:

2. Place a piece of masking tape on each of the three bags. Use a marker to label the first bag “Control,” the second bag “Cold and Dark,” and the third bag “Warm and Dark.”

3. Place the bag labeled “Control” in a safe place, such as on top of a shelf or bookcase. Place the bag labeled “Cold and Dark” in a refrigerator or cooler. Place the bag labeled “Warm and Dark” in a shoe box or large coffee can with a lid and put it near a radiator or window where it stays warm. What do you think is the purpose of the “Control” bag?

4. Based on your knowledge of molds, which slice of bread do you think will get moldy first? Write your prediction and reasoning below:
<table>
<thead>
<tr>
<th>Mark the days when you check for mold</th>
<th>1</th>
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<th>3</th>
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<th>10</th>
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<th>12</th>
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<td>Control</td>
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Based on your observations, under what conditions does mold grow best? If you want to keep bread fresh, where would you store it?

In this experiment, you sealed the bread into three plastic bags. Where did the mold spores come from to make the mold grow?
Hey, King: Get Off Our Backs!

Really? Was it that bad? By 1776, the American colonists living under English rule thought so. In fact, things were so bad that they went to war to gain their independence. But why? What could have been so intolerable?

The first Englishmen came to America four hundred years ago looking for gold, silver, and a waterway to Asia. They were part of a trading company that convinced the king of England to grant them a charter giving them permission to set up a colony in America. But they did not find what they were looking for. Times got so hard those first settlers had to eat rats and even each other to keep from starving to death. Pretty soon, though, more people arrived and times got better. The English were here to stay.

Hail to the King

Back in England, the King probably figured he had a pretty good deal. Other people got seasick sailing across the ocean to settle an untamed land while he sat in his palace ruling England. Except that being king just wasn’t what it used to be. Back in the 1200s, a king could really do what he wanted! But this was the 1600s, and now the English people had representatives in Parliament who made laws and stood up for peoples’ rights. They even gave advice to the king. Bah!

You Don’t Mind If We . . . Uh . . .

Govern ourselves, do you? In America, the colonists needed some kind of government to deal with everyday problems. After all, the king was on the other side of the ocean. And because of Parliament, the colonists were used to having a say in government. In Virginia Colony, the first settlers decided each community should have two representatives and that all the representatives would meet together. Farther north, in Plymouth, the colonists signed a compact agreeing to form a majority-rule government where all the men would vote on whatever issues came up. (Women didn’t get to vote in 1620.) Even so, the king still controlled the colonies, and the colonists had to follow England’s laws.

We’re Doing Just Fine, Thanks

England had a lot of other colonies besides those in America and plenty of other problems to deal with. The king and Parliament didn’t have much time to pay attention to the American colonists. By the mid-1700s there were 13 colonies, and each colony had its own government. These little governments grew stronger and more used to being in control. When problems came up, the colonial governments took care of things themselves. The colonists were out on their own, making their own decisions, governing things the way they wanted to without much interference.
Hey, King: Get Off Our Backs!

A Raw Deal

But then times got tough, and the British government went looking for money. Great Britain, which now included both England and Scotland, saw its colonies around the world as a source of profit. Colonies were places to cut timber, grow crops such as cotton and coffee, and mine for valuable minerals. The king forced the colonists to sell these raw materials back to England at really cheap prices. People in England would use the materials to make finished products. But did the colonists get a bargain on these items because they provided the materials? No way! The king forced the colonists to buy the finished products at extra high prices.

From Bad to Worse

As soon as the Stamp Act was gone, the British passed the Declaratory Act saying that the colonies were dependent on the king and declaring that all laws passed in the colonies had no effect. As if that weren't bad enough, Britain also passed the Townshend Revenue Act, taxing things it knew the colonists couldn't make for themselves: paint, glass, paper, lead, and tea. This Act also allowed British government workers to search peoples’ houses and even break down doors to seize items the homeowner hadn’t paid taxes for. On top of that, the Quartering Acts of 1765 and 1774 forced certain colonists to let British troops live in their houses. The soldiers didn’t even have to pay rent! Then, in the 1770s, a series of laws cracked down on rebellious activity in Massachusetts colony. Colonists called these the Intolerable Acts.

Looking for a Fast Buck?

That was only the beginning. In the mid-1700’s, Britain fought two expensive wars. Britain had taken out a lot of debt to pay for the war, so it went looking for a way to make money fast. Taxing the American colonists seemed like the perfect idea. So in 1765, Britain passed the Stamp Act, which forced colonists to put expensive tax stamps on all legal documents, as well as newspapers, calendars, and almanacs. The colonists had an answer for that: They quit buying British goods! But this boycott didn’t work for long. Britain repealed the Stamp Act after one year, but things did not get better.

Enough is Enough!

The colonists finally decided there was only one solution: self-government! On July 4, 1776, the colonies adopted the Declaration of Independence, announcing that the United States was free from Great Britain. It wasn’t that easy, though. There was the small matter of fighting a war against Britain to make that freedom real. When the Americans won the Revolutionary War, Britain lost all control of the colonies. The United States of America was born.
Hey, King: Get Off Our Backs!

**A. Fill In the Blank.** Look in the reading to find the missing piece of each sentence.

1. A _____________ is a signed agreement.
2. The _________________ Acts forced colonists to house British troops.
3. Britain saw its colonies as a source of _________________.
4. If you sold a newspaper in 1765, you would have to put a _______ _____________ on it.
5. We celebrate the 4th of July because that’s when the _____________________ was signed.
6. The Townshend Revenue Act allowed the government to _____________ peoples’ homes.
7. Virginia Colony’s first government was called the _____________________________.
8. The colonists had to follow the laws of _________________.

**B. Odd One Out.** In each set, cross out the word that doesn’t belong. In the oval, explain what the three remaining words have in common.

<table>
<thead>
<tr>
<th>Glass</th>
<th>Cotton</th>
<th>Lead</th>
<th>Tea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayflower Compact</td>
<td>Stamp Act</td>
<td>Declaratory Act</td>
<td>Quartering Act</td>
</tr>
<tr>
<td>Minerals</td>
<td>Timber</td>
<td>Crops</td>
<td>Paint</td>
</tr>
<tr>
<td>Legal documents</td>
<td>Newspapers</td>
<td>Troops</td>
<td>Calendars</td>
</tr>
<tr>
<td>Boycott goods</td>
<td>Search houses</td>
<td>Fight a war</td>
<td>Destroy tea</td>
</tr>
</tbody>
</table>

**C. Cause and Effect.** Match each effect with its cause listed below.

**EFFECTS**

14. In the 1600s, the king could not just do what he wanted.
15. The first colonists started their own governments.
16. Colonists were used to having a say in government.
17. Britain needed a way to make money.
18. The colonists boycotted British goods.
19. The British taxed paint, glass, and lead.
20. The colonists declared independence.

**BECAUSE...**

A. They were angry about the Stamp Act taxes.
B. The British government was too far away to deal with daily problems.
C. They were tired of the way the British were treating them.
D. He shared power with Parliament.
E. The colonists won the Revolutionary War.
F. They knew the colonists could not make those products themselves.
G. In England, the Parliament represented people in government.
H. It was in debt after fighting expensive wars.
By letters received from Boston in New-England, there is an account of a dangerous mob, which arose in the middle of August, on account of the stamp duty, and did considerable mischief; but on the 16th of August they were more violent than before, which continued till Sunday the 1st of September, by which time the magistracy had raised and armed five-hundred men, and had committed several of the rioters to gaol,—but not till they had destroyed all the goods and papers of the comptroller, judge of the admiralty, distributor of the stamps, as well as every individual article in the house of the lieutenant governor ... even to the uncovering his house, burning all his books and papers, carrying off even his clothes, as well as those of his sister and daughter, putting them on by way of masquerade, [taking] 900l. sterling in cash, scarce leaving him any more than the shirt he had on.

The stamp-duty is so repugnant to the ideas of the people of America, that in most of the northern colonies they have obliged the stamp-officers to resign their places. . . . When the stamped papers arrived at Philadelphia, the vessels in the harbour hoisted their colours half mast high, the bells rung, being muffled, and every countenance betrayed dejection. Finally, they obliged the stamp distributor to promise not to exercise his office, and the stamped papers were obliged to be taken on board a man of war, to secure them from the rage of the populace. The lawyers in New Jersey, &c. have resolved not to use the stamped papers.

Upon the arrival of the stamps at New-York, every sign of mourning appeared. The merchants soon after met and resolved to have no more goods shipped from Great Britain unless the stamp act be repealed; to countermand all orders already sent, and not to vend any goods sent from Great Britain after Jan. 1 next. The governor having secured the stamp paper in Fort George, a great assembly of persons, preceded by lights, went to the fort, took from the stables the governor’s coach, which with his effigy they burnt, with every mark of contempt and exasperation, under the guns of the fort. After this they went to the house of major James (a supposed abettor of the stamp act) whose goods they likewise seized and consumed. The next day they forced from his excellency a declaration, that he would have nothing to do with the stamps.
Hey, King: Get Off Our Backs!  Name:

**A. Protest!** The colonists expressed their outrage in many ways. But which kinds of protest would be most effective at convincing Great Britain to repeal the Stamp Act? (It did repeal the Act in 1766.)

<table>
<thead>
<tr>
<th>FORM OF PROTEST</th>
<th>EFFECTIVE?</th>
<th>THIS WOULD/WOULD NOT BE EFFECTIVE BECAUSE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t order any more goods from Great Britain and cancel existing orders</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Force the stamp officer to resign</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Destroy the property of government officials who support the Stamp Act</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Force the governor to promise he won’t have anything to do with the stamps</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Refuse to sell anything sent from Great Britain</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Burn the governor in effigy</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Refuse to use the stamps</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
<tr>
<td>Riot in the streets</td>
<td>Effective</td>
<td>❌ Not effective</td>
</tr>
</tbody>
</table>

**B. Spread the News.** It is October 1765, the morning after the attack on the lieutenant governor’s house. You can’t wait to tell your Aunt Martha what happened. But not only that, you can’t wait to tell her exactly what you think about the attack.

Was it right? Wrong? Was it a victory? A horrible thing? Will the attack help or hurt the cause? Tell your Aunt Martha what you think and why.

---

Dear Aunt Martha,

You’ll never believe it! Last night, a mob went to the lieutenant governor’s house. They burned his books and papers, stole his money, and even took his sister and daughter’s clothes and put them on for fun! I think this is ...

Sincerely,

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