Welcome to Art! Grades 3-5 Week 4
This week’s lesson is about discussing artwork in the Des Moines community with someone in your household.

**TASK:** Take a minute to look at the artworks below. Choose one of the provided images of artwork and discuss the following with someone in your household.

**QUESTIONS TO DISCUSS:**
1. What sculpture did you select?
2. What is going on in the artwork? What do you see that makes you say that?
3. What details can you see?
4. What is the meaning behind the artwork?

Optional: These sculptures are located at the Pappajohn Sculpture Park in Des Moines. There are more sculptures than the ones included in this lesson. If you need a reason to get out of the house, it might be fun to take the household on a tour of the Pappajohn Sculpture Park while discussing the sculptures and your thoughts. More information about the Pappajohn Sculpture Park and the artwork can be found at https://www.desmoinesartcenter.org/visit/pappajohn-sculpture-park

**SENTENCE FRAMES:**
I see_______ and that makes me think_______.
I think_______ because I see_______.
I wonder_______ because I see_______.
I see_______ and that makes me wonder_______.
I think the meaning is_______ because I see_______.

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**Images 1 & 2**
**Image 1:** Back of Snowman, Gary Hume 2002
**Image 2:** Untitled (Three Dancing Figures version C), Keith Haring 1989

**Images 3 & 4**
**Image 3:** White Ghost, Yoshitomo Nara 2010
**Image 4:** Pumpkin (L), Yayoi Kusama 2014

It is important, however, to continue practicing safe social distancing measures by staying with your group, six feet apart from others or if you can, stay in your vehicle.
The Civil War: The Union and the Confederate Armies

In 1861, neither the North nor the South was prepared to fight a long war. Both sides needed to build strong armies if they wanted to have a chance at winning any potential war.

In the North, President Abraham Lincoln asked men to fight to preserve the Union. He meant that he wanted to keep the United States as one country. Lincoln passed the Emancipation Proclamation [Emancipation Proclamation: President Abraham Lincoln’s order to free (emancipate) slaves in states that were still fighting the Union, and to allow African Americans into the Union army and navy] in January 1863, which freed slaves in the Confederate states not yet under Union control. It made many Northerners feel that they fought for freedom as well as for the Union.

White Southerners also fought to be free from northern control, since they wanted states to be free to leave the Union. Jefferson Davis, the president of the Confederacy, also called on Southerners to defend their homeland and way of life.

But all these reasons did not draw enough men into the fight. Before the war’s end, both sides used an unpopular system—the draft [draft: the selection of people to serve in an army whether or not they wish to serve]—to fill their armies. In the end, millions of men fought in this conflict. And 752,000 of them died.

Much of the Union army was made up of poor farmers. As many as one-fourth of the Union soldiers were immigrants from Europe, and another 180,000 African Americans were in the army. The Confederate troops were mostly farmers and poor white men.

Civil War soldiers chose their own uniforms at first, but this variety in clothing was confusing on the battlefield. Troops would sometimes shoot at their fellow soldiers, so both armies were forced to adopt official uniforms. Union soldiers wore dark blue jackets, blue pants, and blue caps. Confederate soldiers wore long tan-gray shirts, pants, and jackets.

Early in the war, soldiers went into battle with little training. Gradually, their skills began to improve after hundreds of hours of drills. They learned how to march, to change directions on command, and to obey orders quickly.

Both sides also needed good leaders to command their troops. Many of the nation's skilled generals were Southerners and chose to fight for the Confederacy. The most famous of these expert generals was Robert E. Lee of Virginia. Lee turned down an offer to command the Union armies and eventually took control of the Confederate force. In the North, President Lincoln spent the early years of the war appointing one general after another. He needed someone who could lead the Union armies to victory.

When the fighting began, soldiers on both sides thought that the war would be short and that little blood would be shed. They were wrong.
The Civil War: Key Battles in the North

During the first two years of the war, the Confederacy won many battles in the East. It kept the Union army from capturing the Confederate capital at Richmond, Virginia.

Then, on September 17, 1862, forces clashed in Sharpsburg, Maryland at the Battle of Antietam. Antietam was the first battle on northern soil, and the battle ended up being the bloodiest day in U.S. military history. More than 23,000 men were left dead by the end. Although neither side defeated the other, it was considered a Union victory because General Lee and his Confederate forces finally retreated. The Battle of Antietam was a turning point in the war since it led to Lincoln issuing his Emancipation Proclamation.

In 1863, Lee decided that a Confederate victory in the North might convince the Union to ask for peace. In a bold move, he invaded Pennsylvania with most of his army.

On July 1, a group of Confederate soldiers entered the town of Gettysburg [Gettysburg: the site of an 1863 Civil War battle won by the North that was a turning point in the war]. They ran into Union soldiers, and fighting soon broke out.

Major General George G. Meade, who led the Union army, lined up most of his troops on a strip of high ground. For two days, they beat back fierce Confederate attacks.

On the third day, Lee decided on a brave gamble. He sent General George Pickett and about 15,000 troops to attack the middle of General Meade's defensive line, where the Union army was strongest. Yelling and waving flags, Pickett's men crossed 400 yards of open fields before charging up the strip of high ground.

Union bullets and cannonballs tore into them, and soon dead bodies covered the ground. A few Confederates reached the top of the ridge, but Union soldiers drove them back. Pickett's Charge failed, and the Confederates had lost the Battle of Gettysburg.

Gettysburg was another major turning point of the war. Lee lost more than one-third of his army and was forced to return to Virginia. The Confederacy would not invade the North again for the rest of the war.

Key Battles Reflection Questions:

1. Explain why each of these battles was a turning point.
   a. Battle of Antietam
   b. Battle of Gettysburg
Rock Model Recipe
Think more about models for rocks. Here is a recipe for fudge

3 cups (18 oz) semi-sweet chocolate chips
1 (14oz) sweet condensed milk
Pinch of salt
1 ½ tsp. vanilla extract
Melt the chocolate, condensed milk and salt in a saucepan. Stir in the vanilla. Pour the melted mixture into a 9inch pan lined with waxed paper. Chill until hard up to 2 hours.

Use fudge for a model of an igneous rock like basalt. Basalt is formed from lava that flows down the side of a volcano and cooled. The crystals grains are very small. Before it is weathered, it is black or grey.

What do the ingredients represent?

<table>
<thead>
<tr>
<th>How is the Fudge Like Basalt?</th>
<th>How is the fudge not like Basalt?</th>
</tr>
</thead>
</table>

Is fudge a great, average, or poor model for basalt? Explain why.

Igneous Rock
forms when molten rock cools
igneous means fire

Intrusive
cools underground
- Plutonic
  - rocks have medium to large crystals
  - granite, gabbro, diorite

Extrusive
cools above ground
- Volcanic
  - has fine crystals
  - basalt, andesite, rhyolite
- Pyroclastic
  - shot from volcanoes, cools so quickly no visible crystals
  - obsidian (glass), pumice
Instructions: Roll your Dice. Your number will tell you which bases of support you need to use to create balance. See how long your can hold your balance after you create it, then roll again!

If you roll a number a second time, make a NEW balance using the same bases of support.

Dice Roll | Bases of Support to Use in Balance | Dice Roll | Bases of Support to Use in Balance
--- | --- | --- | ---
● | ![Foot](image) | ● | ![Foot](image)
● ● | ![Hand](image) | ● ● | ![Hand](image)
● ● ● | ![Arm](image) | ● ● ● | ![Arm](image)

Dice Tip: Don’t have a dice at home? You can mark each side of a pencil with dots 1-6 and roll your pencil.

Instructions: Practice each of these balances, then try to hold them as long as you can and as still as you can. After you practice on one side, switch to the other side. Which side can you hold longer?

Reflection: Why is it important to be able to balance on different bases of support? What are you doing to hold your balances longer?
DOUBLE MEANING WORDS

Create one sentence using both definitions of each word.

1. rose (noun, a flower) _Example: I rose from my bed to smell the roses in my garden._
   rose (verb, past tense of rise) __________________________________________________________
2. cold (adjective, low in temperature) _____________________________________________________
   cold (noun, an infection) ______________________________________________________________
3. season (noun, the 4 periods of the year) _________________________________________________
   season (verb, to add flavor) _____________________________________________________________
4. spring (noun, a season) ________________________________________________________________
   spring (verb, to leap forward) __________________________________________________________
5. present (noun, a gift) _________________________________________________________________
   present (noun, the current time) ______________________________________________________
6. tear (noun, drop of fluid) ______________________________________________________________
   tear (verb, to rip apart) ______________________________________________________________
7. court (verb, to gain affection) __________________________________________________________
   court (noun, where law is conducted) ____________________________________________________
8. mission (noun, a task) _________________________________________________________________
   mission (noun, church or chapel) ______________________________________________________
9. degree (noun, the temperature) _________________________________________________________
   degree (verb, an educational award) _____________________________________________________
10. blossom (noun, a flower) ______________________________________________________________
    blossom (verb, to grow) _______________________________________________________________

Challenge Question:
Can you think of 3 other words that have double meanings?

1. _______________ 2. _______________ 3. _______________
**Fluency Practice:** Check each box as you complete it. Remember to:

- Read at a speed that is appropriate
- Correct and reread words I read wrong or that don’t make sense
- Notice and read punctuation correctly

<table>
<thead>
<tr>
<th></th>
<th>Read the text silently.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the text aloud in a whisper voice.</td>
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<tr>
<td></td>
<td>Read the text aloud in your speaking voice.</td>
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<tr>
<td></td>
<td>Read the text to someone else or a stuffed animal.</td>
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<tr>
<td></td>
<td>Find and circle all punctuation (!, , &quot;&quot;) in the text. Read the text, with pauses and expression from the punctuation.</td>
</tr>
<tr>
<td></td>
<td>Write a brief summary of what you read or retell the main points to someone.</td>
</tr>
</tbody>
</table>

**From battlefield to cornfield: Using drones to track twisters**

By Los Angeles Times, adapted by Newsela staff on 06.16.13

An advance warning for a tornado means minutes, not hours. People in Moore, Oklahoma, on May 20 got 16 minutes.

In Newcastle it was only five minutes. That was the town nearest to where the tornado first formed. The milewide twister killed 24 people.

Tornadoes used to strike without any warning at all. Weather forecasters have worked since the 1970s to get the average warning time to 13 minutes. They use weather balloons, radar and people watching from the ground.

Now they want to give people hours of warning – not just minutes. To do this, they want to send aircraft with no pilots right into a developing storm. Those unmanned aircraft are also called drones. Pulling that off would require more than the right technology. The government would need to be more flexible about rules that block most unmanned flights.

**Spying On Storms**

Most of the work on unmanned aircraft vehicles has been for military strikes or spying so far. But researchers are looking to use them in science. That includes researching severe weather like tornadoes.

Oklahoma is one of the states leading the charge. That make sense. Nineteen tornadoes touched down there in the last two weeks of May alone. Engineering teachers and students at Oklahoma State University are building and designing special aircraft to survive high winds. Weather researchers at the University of Oklahoma are building sensors and advising the OSU researchers.

“We have the (unmanned aircraft) expertise, we have the weather expertise and, by golly, we have the weather,” said Stephen McKeever, an Oklahoma government and university official. “In many senses, we’re the perfect laboratory to do this kind of thing.”
The small aircraft weigh up to 55 pounds. They can cost from $10,000 to $100,000. Pilots on the ground would control them remotely. Sensors would collect data on temperature, humidity and pressure. This is essential information for predicting a tornado.

Writing Prompts

Directions: Select a prompt and write or sketch about it below.

• What is the main idea and supporting details of this text?
• How can drones help keep people safe from tornadoes?
• Imagine that a magical tornado swept you up and took you to a different place. Describe where you would like the tornado to take you.
5th Grade Math Resources

Making and Interpreting Line Plots

Big Ideas:
- A line plot can help us look at data in an organized way.
- A line plot can be looked at to find the most common number.
- The data in a line plot can be used to find the average number.
- Average is found by adding up all of the data values and dividing the sum by the number of data values.

Example: \[1 + 2 + 2 + 2 + 3 + 4 + 5 + 5 = 24; \quad 24 \div 8 = 3,\] The average number of miles ran was 3.

Use the data to complete the line plot. Then answer the questions.

A clerk in a health food store makes bags of trail mix. The amount of trail mix in each bag is listed below.

\[
\frac{1}{4}\text{ lb}, \frac{1}{4}\text{ lb}, \frac{3}{4}\text{ lb}, \frac{1}{2}\text{ lb}, \frac{1}{4}\text{ lb}, \frac{3}{4}\text{ lb},
\frac{3}{4}\text{ lb}, \frac{3}{4}\text{ lb}, \frac{1}{2}\text{ lb}, \frac{1}{4}\text{ lb}, \frac{1}{2}\text{ lb}, \frac{1}{2}\text{ lb}
\]

1. What is the combined weight of the \(\frac{1}{4}\text{ lb}\) bags? _______ lb

   **Think:** There are four \(\frac{1}{4}\text{ lb}\) pound bags.

2. What is the combined weight of the \(\frac{1}{2}\text{ lb}\) bags? _______

3. What is the combined weight of the \(\frac{3}{4}\text{ lb}\) bags? _______

4. What is the total weight of the trail mix used in all the bags? _______

5. What is the average amount of trail mix in each bag? _______
Solve

6. \( \frac{5}{6} + \frac{3}{4} \)

7. \( 3 \frac{2}{10} + \frac{1}{3} \)

8. \( \frac{7}{9} - \frac{2}{3} \)

9. Timothy needs \( \frac{1}{2} \) cup of bread crumbs for a casserole and \( \frac{1}{3} \) cup of bread crumbs for the topping. How many cups of bread crumbs does Timothy need?

10. Using the digits 0 to 9 at most one time each, place a digit in each box so that each expression is simplified to a different odd number.

\[
\square \div (\square - \square) \\
\square + \square \times \square \\
\square - \square \div \square \times \square
\]

11. Would you rather have stack A or stack B. Explain your reasoning.