Welcome to Art! Grade 3-5 Week 5

For this week's lesson, you will design and create a character or superhero based upon your personal strengths. Then you will reflect and revise your artwork.

Dorian Lynde, No Damsels

DISCUSSION: What is going on in the image above? What do you see? What strengths can you identify in the characters above?

TASK: First you will brainstorm your strengths (the things you are great at). Then you will design and create yourself as a character or superhero highlighting your strengths.

DESIGN PROCESS:

1. Imagine: What are your personal strengths? What are the best things about you? (examples: I am kind, I am an artist, I care for animals)
2. Brainstorm: How could you represent your strengths visually? What symbols could you draw to show your strengths? How could you design yourself as a character or superhero?
3. Experiment: Sketch your ideas!
4. Create: Select one of your ideas to create an artwork using art materials of your choice!
5. Refine & Reflect: Share your creation and reflect on the questions at the bottom of the page.

MATERIAL OPTIONS: paper, pencil, crayons, colored pencils etc.

REFLECTION QUESTIONS:

What do you like best about your artwork?
How does your artwork reflect your personal strengths?
What details did you add to your artwork?
What would you change about your artwork if you did this task again?
Ask the household member what they notice about your artwork.
The Civil War: Conditions on the Home Front

While soldiers were suffering on the battlefield, people on the home front were dealing with their own problems. In the North, many people were angry about the draft and how it favored the wealthy. Laws allowed rich men to escape the draft by letting them either pay the government $300 or hire others to take their place. Outraged crowds took part in violent riots against the draft. In 1863, white protesters destroyed the draft offices in New York City. The rioters did not want to be forced to go to war to free slaves, so they also attacked innocent African Americans. They also blamed African Americans for taking jobs from white workers who were unemployed. More than 100 people died in the New York riots.

Southerners on the home front faced greater troubles because most of the fighting took place in the South. As the war went on, the South suffered shortages of food and other goods. Many Southerners also lost property when Union armies marched through Southern lands. Sometimes, Union soldiers stole valuable items, such as books, silver, and jewelry. Sometimes, they burned houses, killed farm animals, and set crops on fire. Despite the many hardships, the war did create some new opportunities for women in both the North and the South. With so many men in the army, women took on jobs as teachers, nurses, and secretaries. Others worked in factories, making equipment for the armies. But men and women alike hoped for the day when the fighting would end so families could be together again.

Conditions on the Home Front Reflection Questions:

1. Complete these sentences about the Civil War. Use the Word Bank below.

   **Word Bank**: women property excited wealthy poor angry

   A) In the North, many people were _________ that the draft favored the _________.
   B) Many Southerners lost _________ when Union armies marched through Southern lands.
   C) Despite the hardships, the war created new opportunities for _________ in the North and South.

2. Describe the soldier’s feelings about the draft riots in the North during the Civil War.

The Civil War: From Gettysburg to Appomattox

The North had more men and equipment than the South. Grant kept attacking, no matter how many men he lost. The high death toll earned Grant the nickname “butcher.” But soon many Confederate soldiers gave up hope and left the army to go home.

On April 3, 1865, the Union army marched into Richmond. Six days later, on April 9, Lee surrendered to Grant at Appomattox Court House in Virginia.

Grant was generous and let Confederate troops keep their horses. He also had his men share their food with the starving Southerners. By the end of May, the rest of the Confederates had surrendered, too. After four bloody years, the Civil War was over, and the Union was preserved.
After The Civil War: The South Under Reconstruction

All over the defeated South, Southerners—this time African Americans as well as whites—began the job of writing new state constitutions, holding elections, and starting up their state governments again. The process took several years.

Congressional Reconstruction led to big changes in the South. In each of the former Confederate states, African Americans were elected to serve in their state legislatures. In a few states, African Americans were elected to higher offices, such as lieutenant governor. Several African Americans were elected to serve in the U.S. House of Representatives and the U.S. Senate.

Half of these African American officials were free persons before the war. Some of them were well-educated Northerners who moved to the South after the war ended. But about half of them had been slaves only a few years before. What an amazing turnaround that was!

Even though there were many African American officials and lawmakers, African Americans did not actually control these Southern states. Even under Congressional Reconstruction, most officeholders in the South continued to be white men.

Some of the white lawmakers and officials in the new Southern governments were actually Northerners who had gone south after the war. They went south for various reasons: to start farms or businesses, to help freedmen as teachers and ministers, or just to see whether they could make money from the South’s troubles.

Most whites in the new governments, though, were people who had lived in the South all their lives. Some had never been in favor of secession. Some were business leaders. A good number were poor whites who were getting their first chance to gain power over the big planters who ruled the South. They thought the South would be better off if it changed some of its old ways.

Serving together, the African American and white officials brought many improvements to their states. They rebuilt roads, railroads, and buildings that had been destroyed during the war. They helped the Southern economy to recover little by little. They also built hospitals and orphanages.

Probably most importantly, they started the first public school system in the South. There had been a few public schools in the South before the Civil War, but not many. In several of the Southern states, there were no public schools at all before the war. Now, in South Carolina alone, twelve thousand children went to public schools.

These African American and white officeholders, acting together, did one more thing, too. They ratified another amendment.
The Fifteenth Amendment says that no state can keep a person from voting because of his race or color. However, the Fifteenth Amendment did not give either African American or white women the right to vote right away. They did not get the right to vote until some years later.

Lawmakers never reached their goal of full equality for African Americans. For many years, those who wanted to keep African Americans from voting found ways around the Fifteenth Amendment. But this was an important start. The journey to reaching the goal of equal rights for all would be long and difficult, and even today it is not yet finished. Today, the United States is much closer to reaching that goal than ever before.

1. What were some of the accomplishments of the Reconstruction governments?
2. What did the Fifteenth Amendment say?

The End of Reconstruction

Congressional Reconstruction lasted for only a few years because most white Southerners hated the new state governments. They felt these governments had been forced upon them against their will.

They were outraged that people who were once their slaves were now voting, holding office, and making laws. They opposed paying taxes for public schools that would educate African American children, even though those schools were educating their own children. They just couldn’t accept the idea of a society in which white and African American people had equal rights.

Southerners who felt this way were determined to win back control of their states and put an end to these changes. A number of them formed secret societies, such as the Ku Klux Klan. Wearing white sheets and hoods, members of the Ku Klux Klan rode through the countryside on horseback. They were violent and terrifying.

In the late 1860s and early 1870s, the federal government sent troops to stop the Ku Klux Klan and other secret groups like it. The government was successful, and the Klan almost disappeared. No one at that time knew that it would appear again more than forty years later. The next time it would preach its message of hatred against even more groups of Americans. The Klan still exists today.

Putting an end to the Klan, though, did not mean putting an end to white resistance to Congressional Reconstruction. Southerners formed other groups to keep African Americans from voting. These groups were not secret societies but societies that operated right out in the open. They warned that African Americans who voted would lose their jobs. They would not be able to buy goods on credit in the farm stores. They also threatened violence.

On election days, a few white thugs with rifles hung around the voting places. They sent a message to African American voters: Go ahead and vote, if you are ready to risk your life.

Those who wanted to get rid of the Reconstruction governments in the South finally succeeded in doing so. People in the North had their own concerns. They were growing weary of hearing about the trouble in the South and of being asked to do something about it. After a few years, the U.S. government gave back the vote to those who had served in the Confederate army. At the same time, white Southerners continued to use threats and violence to keep African Americans from voting.
In one Southern state after another, carpetbaggers, scalawags, and African Americans were voted out of office. They were replaced by white people who wanted to return to the old ways.

These issues came to a head in the election of 1876. Controversy over election results in some Southern states forced Congress to decide the election. Congress made a deal to give the presidency to the Republican candidate. As part of the deal, the U.S. government removed the last troops from the South. With that, Reconstruction was over.

Over the next several years, African Americans in the South lost nearly every right they had won during Reconstruction. With Reconstruction over, states passed segregation laws. These laws, put in place in the late 1870s onward, required the separation of whites and African Americans from each other. African Americans could no longer use the same restaurants, hotels, streetcars, theaters, and other public places that whites used. Or if they could, they had to sit in separate sections. These laws were known as Jim Crow laws. Segregation was informally practiced in much of the North, too, even though few Northern states had Jim Crow laws.

The end of Reconstruction also marked the end of fair trials of African Americans in the courts. And although the Fifteenth Amendment said that no state could deny a person’s right to vote on account of their race or color, Southern states found ways to get around that. They passed laws that made it nearly impossible for African Americans to vote—and poor white people also. One such law required everyone who wanted to vote to pay a tax of two dollars. This kind of tax is called a poll tax. For many poor African Americans, and for poor whites, too, a two-dollar poll tax was nearly one week’s wages!

One way to stop African American men from voting but allow poor whites to vote was the “grandfather clause.” This stated that if a person’s grandfather was a slave and could not vote, neither could they.

Another law said that in order to vote, people had to pass a test to prove they could read and understand the state’s constitution. It was up to a local official to decide who passed the test and who didn’t. Generally, that local official was a white man who was determined to keep African Americans from voting. So no matter how well an African American could read, he often was not allowed to pass the test. When a white person couldn’t read, he was usually allowed to vote anyway.

And for any African American still thinking about casting a vote, there remained the threat of violence or of losing one’s job. Before long, there were few African American voters in the South and no African American officeholders.

African Americans would have to wait many more years before they would really enjoy the equal rights that the Declaration of Independence and the Fourteenth and Fifteenth Amendments promised them.

It’s important to understand just how significant the Civil War was in terms of keeping the United States together as a whole. This was the main goal from beginning to end for those who fought for the Union. They believed strongly in holding on to the promise of the founding generation, keeping alive the example of democracy, and enabling the United States to become a world power. For these reasons, they were willing to take up arms against their fellow countrymen.

1. Why were many Southern whites against equal rights for blacks?
2. What is the Ku Klux Klan?
3. What finally ended the era of Reconstruction in the South?
4. Big Question: Though there were some brief successes, How did Reconstruction fail to give equality to African Americans?
Inferring about Rocks
Collect the rock you measured last week or a new one.

Rocks are organized into 3 groups according to how they were formed.

1. Carefully observe your rock. Compare your rock to the descriptions on the rock chart.
2. Write a description of your rock.

3. INFER: What kind of rock do you think you have?

4. Which observations support your inference?

<table>
<thead>
<tr>
<th>Igneous Rock</th>
<th>Sedimentary Rock</th>
<th>Metamorphic Rock</th>
</tr>
</thead>
<tbody>
<tr>
<td>classified by texture and composition</td>
<td>classified by texture and composition</td>
<td>classified by texture and composition</td>
</tr>
<tr>
<td>normally contains no fossils</td>
<td>often contains fossils</td>
<td>rarely has fossils</td>
</tr>
<tr>
<td>rarely reacts with acid</td>
<td>may react with acid</td>
<td>may react with acid</td>
</tr>
<tr>
<td>usually has no layering</td>
<td>often has bedding usually flat or curved</td>
<td>May have alternate bands of light &amp; dark minerals</td>
</tr>
<tr>
<td>usually made of two or more minerals</td>
<td>usually composed of pieces cemented or pressed together</td>
<td>may be composed of only one mineral (marble, quartzite)</td>
</tr>
<tr>
<td>may be light or dark colored</td>
<td>has great color variety</td>
<td>may have layers of visible crystals (foliation) or dark &amp; fine grained</td>
</tr>
<tr>
<td>usually composed of intergrown mineral crystals which vary in size</td>
<td>may have uniform or variable particle size</td>
<td>usually composed of intergrown mineral crystals which vary in size</td>
</tr>
<tr>
<td>sometimes has vesicles (openings) or glass fibers</td>
<td>usually has pores between pieces</td>
<td>rarely has pores or openings</td>
</tr>
<tr>
<td>may be fine-grained or glassy (extrusive)</td>
<td>may have cross-bedding, mud cracks, worm burrows, raindrop impressions</td>
<td>may have bent or curved foliation</td>
</tr>
</tbody>
</table>

Compare each description to your rock. Mark any descriptions that match your rock.
Punctuation Power!

Add commas to the following sentences.
1. Hey can I please have some cheese on my sandwich?
2. My friend Carlos is having a birthday party next week.
3. My address is 123 Main Street Oakland California.
4. I like apples but I don’t like bananas.
5. I bought eggs milk and bread at the store.
6. Jenny said “hello!”

Add ending punctuation to the following sentences.
1. I’m so excited to go to Disneyland
2. When will we get there
3. I’ll come over after lunch
4. Pat will help clean up
5. May I have a cookie
6. Hooray

Add the missing punctuation to complete the paragraph.

On Monday I went to the zoo. My cousin Molly came with me. We saw tigers monkeys elephants zebras and bears. Molly loved visiting the monkeys and she bought a keychain shaped like a tiger. Of course I liked the elephants most of all. When I got home my mom asked “did you have fun “ I grinned and yelled “yes “
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>📚</td>
<td>Read the text silently.</td>
</tr>
<tr>
<td>📚</td>
<td>Read the text aloud in a whisper voice.</td>
</tr>
<tr>
<td>📚</td>
<td>Read the text aloud in your speaking voice.</td>
</tr>
<tr>
<td>📚</td>
<td>Read the text to someone else or a stuffed animal.</td>
</tr>
<tr>
<td>🔍</td>
<td>Find and circle all punctuation (!, , “”) 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>

Spikes in oil, gas, and food prices raise awareness of the need to conserve resources

by Beth Rowen

Earth Day was first celebrated in 1970, a result of the efforts of Sen. Gaylord Nelson (D-Wis.), a passionate advocate of protecting the environment and increasing awareness of environmental issues. While social activism was at peak levels in the late 1960s and early '70s, legislation on environmental issues was nearly nonexistent. Nelson struggled since he was elected to the Senate in 1962 to persuade Congress to establish an environmental agenda. Frustrated by the obstacles and resistance he faced, he appealed to the mood of the public and designated April 22 as a "national day for the environment." He hoped to impress upon fellow politicians that humans have an enormous impact on the environment. Nelson certainly achieved his goal. More than 20 million Americans participated in the first Earth Day celebration, prompting voter-hungry politicians to take notice. The overwhelming response helped generate a new political focus on the environment. As that focus has become increasingly global, more people than ever are celebrating Earth Day around the world.

In the past several years as countries all over the world have been mired in recession and affected by turmoil in the Middle East, Earth Day has taken on increased significance. Indeed, skyrocketing food, gas, and oil prices have impacted people rich and poor, businesses large and small. That's the bad news. The good news is that the spike in energy and food prices has increased awareness about the dangers of global warming and inspired people and corporations to conserve resources and "go green."

Many companies are doing their part by encouraging employees to use less paper and take public transportation to and from work, allowing some employees to telecommute, and using green materials and alternative heating systems when they rebuild or renovate. On the consumer side, sales of hybrid cars are up, while gas-guzzling SUVs are crowding used-car lots. A law passed in 2007 mandates use of the compact fluorescent lamp (CFL), and clotheslines are becoming as popular in backyards as swing sets. These measures not only save energy and the Earth, they also save money.
Directions: Select a prompt and write or sketch about it below.

- Write a summary of the article. Add a sketch to illustrate your summary.
- Write about the problem presented in the article. Include your opinion about possible solutions to the problem.
- Imagine that you create a robot to help with a problem in the environment. What would your robot do? What would it look like?
Physical Education

**Weight Transfer** This week we are going to practice transferring our body weight from one part to another for movement. Your challenge is to complete these weight transfer movements, then see if you can combine them with some of the balances you learned last week.

### Animal Walks
- Seal Walk
- Bear Walk
- Crab Walk

### Gymnastics Moves
- Cartwheel
- Forward Roll
- Backward Roll
- Donkey Kick
- Inchworm

#### Create A Routine

Your challenge is to create a routine by combining weight transfer moves with **balances**. Be sure to have smooth transitions and hold each balance as still as you can. Have fun!

#### Reflection:
Which weight transfer skills were you the best at and which ones were more challenging? Why do you think being able to transfer your weight with balance is important?

What was fun about making your own routine? What was challenging?

**Mindfulness** means paying full attention to something. It means slowing down to really notice what you’re doing. Being **mindful** is the opposite of rushing or multitasking. When you’re mindful, you’re taking your time. You’re focusing in a relaxed, easy way.

Use **Square Breathing** as one strategy to focus on your breathing and be more mindful throughout your day.

**Square Breathing**

Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.

1. **Breathing in** for 4
2. **Breathing out** for 4
3. **Hold for** 4
4. **Breathing in** for 4
5. **Breathing out** for 4
6. **Hold for** 4
7. **Breathing in** for 4
8. **Breathing out** for 4
Coordinate Grid: A grid formed by a horizontal (up and down) line called the x-axis and a vertical (side to side) line called the y-axis. An ordered pair is the location on the coordinate grid. It is written like this: (6, 9) In this example, the 6 tells you that the point is 6 units to the right from (0, 0) and the 9 is nine units up from (0, 0). The ordered pair tells where these two numbers meet.

Use coordinate Grid A to write an ordered pair for the given point.

1. A (2, 3)
2. B
3. C
4. D
5. E
6. F

Plot and label the points on Coordinate Grid B.

7. N (7, 3)
8. R (0, 4)
9. O (8, 7)
10. M (2, 1)
11. P (5, 6)
12. Q (1, 5)

Use the map for 13-14.

13. Which building is located at (5, 6)?

14. What is the distance between Kip’s Pizza and the bank?
Graph the data on the coordinate grid.

### Outdoor Temperature

<table>
<thead>
<tr>
<th>Hour</th>
<th>Temperature (°F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>77</td>
</tr>
</tbody>
</table>

15. **Graph the data on the coordinate grid.**

a. Write the ordered pairs for each point.

   \[(1, 61) (__, __) (__, __) (__, __) (__, __)\]

b. What do you notice about the relationship between time and outdoor temperature?

c. How would the ordered pairs be different if the outdoor temperature were recorded every hour for four consecutive hours?

**Review**

16. What is the value of the underlined digit?

   \[45,769,331\quad 1,935,867.042\]

17. Solve the following problems

   \[4.51 + 6.2\quad 18 + 4.5\quad 9.201 + 3.97\]

   \[19.87 – 2.75\quad 6.3 – 1.54\quad 27 – 6.934\]