Directions for Home Instruction for Students
School 9 - Grade 4 Mathematics
Ms. Friedman, Ms. Doud, Ms. Hanna

Here is our contact information if you have any questions about the assignments.
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In addition to completing one round of Successmaker please spend 10 minutes on webmathminute.com every day to practice math skills. Please choose a different mathematical operation each day. Please keep track of your time on the Digital Learning Tracker.

Here are the steps to access Web Math Minute website.
1. Type in the web address www.webmathminute.com
2. Click on the green circle in the center of the page that says Practice Online
3. Then choose a mathematical operation on the left either addition, subtraction, division, or multiplication
4. On the right Minimum should be set to 1, Maximum should be set to 12, Practice should be left blank, Questions should be set at 50 or above, Timer should be set to 1 to 3.
5. Then click on the green circle to the right that says START
6. The drill page will come up and you can practice all your facts. Once the time is up at the bottom of the page you can check your answers and see how well you did. After this click on START OVER at the bottom of the page and do another round!! Do as many rounds as you can in 10 minutes.

Day 1
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 2 Times Table
*Workbook: Pages 63-65 (numbers 70, 1-7)
*Spend 10 minutes on www.webmathminute.com
Day 2
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 3 Times Table
*Workbook: Pages 66-69 (numbers 8-17)
* Spend 10 minutes on www.webmathminute.com

Day 3
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 4 Times Table
*Workbook: Pages 70-73 (numbers 18-23, 25-27)
* Spend 10 minutes on www.webmathminute.com

Day 4
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 5 Times Table
*Workbook: Pages 74-77 (numbers 29, 31-39)
* Spend 10 minutes on www.webmathminute.com

Day 5
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 6 Times Table
*Workbook: Pages 78-81 (numbers 40, 42-46, 48-50)
* Spend 10 minutes on www.webmathminute.com

Day 6
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 7 Times Table
*Workbook: Pages 84-88 (numbers 54-62)
* Spend 10 minutes on www.webmathminute.com
Day 7
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 8 Times Table
*Workbook: Pages 91-95 (numbers 66-70, 1-4)
* Spend 10 minutes on www.webmathminute.com

Day 8
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 9 Times Table
*Workbook: Pages 96-98 (numbers 5-14)
* Spend 10 minutes on www.webmathminute.com

Day 9
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 10 and 11 Times Tables
*Workbook: Pages 99-101 (numbers 15-23)
* Spend 10 minutes on www.webmathminute.com

Day 10
*Success Maker - Complete one round. Use link on PPS website under Math Department
*Multiplication Facts - study 12 Times Table
*Workbook: Pages 102-107 (numbers 25-27, 29, 31-38)
* Spend 10 minutes on www.webmathminute.com
Day 21

1. Read through the Lesson 10 definitions and sample sentences on pages in 101-102 Wordly Wise
2. Complete pages-Exercise 10A pgs 103-104 Wordly Wise
3. Read the nonfiction article “TV” and answer the multiple choice questions attached. Highlight or underline in the text where you found information for your answers and number each the number of the question.

Day 22

1. Complete pages-Exercise 10B/C pgs 105-106 Wordly Wise
2. Re-read the tv article and answer the open ended questions on the paper provided or type answers into google classroom assignment. Use RACE.

Day 23

1. Complete pages-Exercise 10D pgs 107 Wordly Wise
2. Read the nonfiction article “Pony Express” and answer the multiple choice questions attached. Highlight or underline in the text where you found information for your answers and number each the number of the question.

Day 24

1. Re-read the Pony express article and answer the open ended questions on the paper provided or type answers into google classroom assignment. Use RACE.
2. Read through the interview directions. Select an adult (over 21 years old) in your family to interview. Call this person and explain that you are completing an interview for a school project. Arrange a time to interview them over the phone or in person (ONLY if you live with them). Copy your questions into your orange notebook to prepare

Day 25

   a. Read Tokoyo The carefully- write a keyword from the definition of each boldfaced word next to the word
   b. When answering the questions to receive full credit for each question
      i. Write a complete sentence 1 PT
      ii. Use a vocabulary word in your answer 1PT
      iii. Underline and Number where you found your answer for each question 1PT
2. Complete a phone or in person (Only if you live with them) interview using the interview directions attached

Day 26
1. Read through the Lesson 11 definitions and sample sentences on pages in 112-114 Wordly Wise
2. Complete pages-Exercise 11A pgs 114-115 Wordly Wise
3. Complete interview graphic organizer- see interview project

Day 27
1. Complete pages-Exercise 11 B/C pgs 116-117 Wordly Wise
2. Write a four paragraph essay explaining what you learned about the person you interviewed and how you are alike and different. Your essay can be written in your notebook or on google classroom under the Day 27 assignment. See interview project.

Day 28
1. Complete Exercise 11D pgs 118 Wordly Wise
2. Complete pg 89 in wordly wise - review definitions from chapter 5-8
3. Complete attached inferences worksheet

Day 29
1. Complete pages-Exercise 11E pgs 119-121 Wordly Wise. Read Maple Sugaring carefully- write a keyword from the definition of each boldfaced word next to the word
2. When answering the questions to receive full credit for each question
   a. Write a complete sentence 1 PT
   b. Use a vocabulary word in your answer 1PT
   c. Underline and Number where you found your answer for each question 1PT

Day 30
2. Pretend a year has passed and now a new monster is terrorizing Tokoyo's village. Write a story describing the monster and how Tokoyo and her father save the village. You can include details/characters from this story in the workbook and add your own. Your story should be written in either your notebook or under the day 30 google classroom assignment.
Inferences Worksheet 2

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing Grand Larceny VII, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught?

   How do you know this?

2. Why does Kyle put the report card in a soup can?

   How do you know this?

3. Was Kyle’s report card good or bad and why was it like that?

   How do you know this?

   Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: “Oh... John...” And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, “I need to get my jacket back from you.” Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have?

   Why do you feel this way?

5. Why is Anastasia sad?

   How do you know this?

   Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday.
Struggling to open her eyes, she looked up at the clock. “9:48,” she shouted, “Holy cow!” Cassie jumped out of bed, threw on the first outfit that she grabbed, brushed her teeth in two swipes, threw her books into her backpack, and then ran out the door.

6. What problem is Cassie having?  

How do you know this?

7. Where is Cassie going?  

How do you know this?

Kelvin was waiting in front of the corner store at 3:56. His muscles were tense and he was sweating a bit more than usual. The other kids gathered in front of the little storefront were much more relaxed, even playful. They joked back and forth lightly to each other but for Kelvin, time slowed. 3:57. “Don’t worry, Kelvin. He ain’t even gonna show up.” Kelvin hoped that he wouldn’t. A black four-door Camry with tinted windows pulled up and parked across the street. Kelvin gulped. 3:58. A group of teenagers piled out of the car. James was in the front. “Hi-ya, Kelvin. Glad you could make it,” James said. Kelvin felt smaller.

8. Why is Kelvin waiting at the corner store?  

How do you know this?

9. Are James and Kelvin friends?  

What in the text supports your idea?

10. Why is Kelvin so nervous?  

What in the text supports your idea?
Interview project

1. Select 8-10 questions to ask a family member. Circle each and copy the questions into your orange notebook. Skip 3-4 lines between EACH question in order to write the answer. (Day 24)

2. CALL the family member you are interviewing to set up a time to have a phone interview OR if you live with this person arrange a specific meeting time to have your interview (Day 24)

3. Conduct your interview! Read through the “Tips for interviews” and grading checklist. Make sure to write all your information down in your notebook. (Day 25)

4. Use the graphic organizer provided to compare similarities and differences, then write an essay using this information. (days 26)

5. Write a four paragraph essay in your notebook or on google classroom using the organizer. Paragraphs 1-2 Explain what you have learned about this person using the information from your interview Paragraphs 3-4 Use your organizer to write a paragraph about how you are similar and a paragraph how you are different from this person. (day 27)

1. What did you want to be when you were growing up?

2. What is your favorite movie?

3. Did you play any sports growing up or participate in any extra-curricular activities?

4. What do you think the greatest invention has been during your lifetime?

5. What is your most embarrassing moment?

6. How would you describe yourself in 4th grade?

7. What are the 3 happiest times in your life?

8. Who is someone you admire? Why?

9. What is your favorite childhood memory?

10. Who was your best friend as a child?

11. When you were a child, what did you want to be when you grew up?

12. What is your favorite holiday and why?

13. What is the funniest thing that ever happened to you?

14. What do you feel is your greatest success?

15. What is the most difficult thing you’ve had to overcome?

Interview Questions
Preguntas de entrevista

1. Did you play any sports growing up or participate in any extra-curricular activities?
   Jugó algún deporte mientras crecía o participó en actividades extracurriculares?

2. Who is someone you admire? Why?
   Quién es alguien a quien admiras?

3. Who was your best friend as a child?
   Quién era tu mejor amigo de niño?

4. What is the funniest thing that ever happened to you?
   Qué es lo más divertido que te ha pasado?

5. What is the most difficult thing you’ve had to overcome?
   Qué es lo más difícil que has tenido que superar?

Interview Tips
1. Speak clearly and slowly so that the interviewee can hear you
2. Remember to take notes after asking EACH question
3. Ask the person politely to repeat information if need be
4. Remember to thank the interviewee for their time!

5. Grading Checklist
1. I interviewed a family member and have answers for 8-10 questions ______ 8 pts
2. My answers are neatly written in my notebook for each question ______ 2 pts
3. I completed a graphic organizer showing the similarities and differences between myself and my family member I interviewed. ______ 2 pts
4. I wrote a four paragraph essay in complete sentences using the information from my interview and my graphic organizer ______ 4 pts
5. Paragraphs 1-2 give information about the person I interviewed. ______ 2 pts
6. Paragraphs 3-4 explain the similarities and differences between myself and the person I interviewed. ______ 2 pts
Total possible ______/20 points

اسألة المقابلة

1. What did you want to be when you were growing up?
Malaka كنت تريد أن تكون عندما تكون؟

2. What do you think the greatest invention has been during your lifetime?
ما هي أهم الاختراعات التي حدثت في العالم خلال حياتك؟

3. How would you describe yourself in 4th grade?
كيف تصف نفسك عندما كنت في الصف الرابع؟

4. What is your most embarrassing moment?
هل تذكر حادثة شعرت فيها بالإحراج والخجل؟

5. What are the 3 happiest times in your life?
اذكر 3 أحداث سعيدة في حياتك؟

6. What is your favorite holiday and why?
ما هو العيد المفضل لديك ولماذا؟

7. What do you feel is your greatest success?
ما هو أهم الانجازات التي حققتها في حياتك؟

**Interview Tips**

1. Speak clearly and slowly so that the interviewee can hear you
تحدث بلهوه وببطء حتى يتمكن الشخص من سماعك

2. Remember to take notes after asking EACH question
لا تنسي كتابة الملاحظات والاجابات بعد كل سؤال

3. Ask the person politely to repeat information if need be
طلب بادئ من الشخص الذي تجري معه المقابلة أن يعيد الجواب إذا تطلب ذلك، ولا تنسى أن تشكره على وقته.

4. Remember to thank the interviewee for their time!
تذكر أن تشكر المقابل له وقته!

**Grading Checklist**

1. I interviewed a family member and have answers for 8-10 questions 8 pts
2. My answers are neatly written in my notebook for each question 2 pts
3. I completed a graphic organizer showing the similarities and differences between myself and my family member I interviewed. 2 pts
4. I wrote a four paragraph essay in complete sentences using the information from my interview and my graphic organizer 4 pts
5. Paragraphs 1-2 give information about the person I interviewed. 2 pts
6. Paragraphs 3-4 explain the similarities and differences between myself and the person I interviewed. 2 pts

Total possible 20 points
Nonfiction Reading Test
The Pony Express

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

In this age of texts and tweets, it is easy to send messages. You just press a few buttons, and boom! Your message is sent. The person to whom you sent it will get it in just a few seconds. Distance is no longer an issue. But things weren't always so easy.

In 1848 gold was found in California. Thousands of people rushed there to get some. Many people liked living there and decided to stay. But there wasn't a whole lot between California and Missouri, where the nearest trains ran. The train line to California wasn't finished until 1869. It took a long time to ride a horse to Missouri.

Imagine that it is the year 1860. You have moved to California to open a shop. Most of your family stayed back East. Your shop is doing well and now you want to your family to join you. How do you get news to them? There's no phone, no train, and you can't leave your shop for too long. What do you do? Well, you could use the Pony Express.

In 1860 and 1861, the Pony Express was the fastest way to get news to and from the West. The trail that they rode was around 2000 miles long. It took most people weeks or months to ride that far. The Pony Express could make the trip in just ten days. Those speeds were unheard of at the time. So how did they do it? Well, they had a good system.

The Pony Express had 184 stations along the trail. The stations were around ten miles apart. This is about how far a horse could run at a gallop before tiring. The rider would switch to a new horse at each station. He would only take his mail pouch with him. Every 75-100 miles, the rider would get to a home station. At each home station, riders would rest. Before resting, he would give his mail pouch to a new rider. The mail never stopped moving, even while the horses and riders rested.

It was tough to ride for the Pony Express. Each rider had to weigh less than 125 pounds. Speed was the key. Most of the riders were teenage boys. They rode at a fast pace for up to 100 miles a day. If there were an emergency, one might have to ride 200 miles in a day. The ride could be rough and dangerous. Attacks by Native Americans were common. But in its time running, the Pony Express only lost one mail pouch.

The Pony Express filled an important role for a time, but it did not last. The Civil War started in April of 1861. This was bad news for the owners. The worst for them was yet to come. On October 24th, 1861, the first telegraph line to California was finished. This linked them to the rest of the country. People could send messages in an instant. Two days later the Pony Express closed. But the lore of the brave riders lives on even today.

1. Which happened first?
   a. Settlers rushed to California to find gold.
   b. The Pony Express was started.
   c. The train line to California was finished.
   d. The first telegraph line to California was finished.
2. Which best explains why Pony Express riders had to weigh less than 125 pounds?
   a. Heavier men were more expensive.
   b. Horses were scared of heavier men.
   c. Heavier men scared customers.
   d. Horses could move quicker with lighter men.

3. How fast could the Pony Express take a letter from California to Missouri?
   a. 24 hours
   b. ten days
   c. twenty days
   d. one month

4. Why were the Pony Express stations about ten miles apart?
   a. This was about as far as a man could walk in a single day.
   b. This was as far as a man could ride on a horse in a day.
   c. This was so the riders wouldn't get so lonely at night.
   d. This was as far as a horse could run without getting tired.

5. Which was probably not a requirement to be a rider for the Pony Express?
   a. You had to be light.
   b. You had to be an expert horse rider.
   c. You had to be able to read and write.
   d. You had to be brave in the face of danger.

6. Which best describes that main idea of the fifth paragraph?
   a. It is about how many Pony Express stations there were.
   b. It is about how the Pony Express carried mail so quickly.
   c. It is about how the Pony Express riders slept in the stations.
   d. It is about how far the Pony Express riders would go in a day.

7. Which of these ended the Pony Express?
   a. The telegraph
   b. The Civil War
   c. Wars with Native Americans
   d. The train line

8. About how far did Pony Express riders travel on a usual day?
   a. 10 miles
   b. 200 miles
   c. 100 miles
   d. 2000 miles

9. How many mail pouches did the Pony Express lose?
   a. The Pony Express never lost a mail pouch.
   b. One
   c. Two
   d. Too many to keep track

10. Which title best describes the author's purpose in writing this?
   a. Out of Touch: Why Phones are Faster Than Horses
   b. The Pony Express: Stories of Their Bravery in Battle
   c. Back in Touch: Why We Should Use Horses to Deliver the Mail
   d. The Pony Express: About the 1860's Fastest Mail Service

1. How was the Pony Express able to move letters across the country so quickly? Refer to the text in your answer.
2. How did the California Gold Rush help to create a need for the Pony Express? Use the text to support your response.

3. Why was the Pony Express no longer needed? Refer to the text in your answer.
Television show sounds and pictures. They get data from cables, discs, or over-the-air signals. They turn this data into sounds and images. People watch news and shows on them. You probably call them TVs.

John Baird made the first TV in 1925. It had one color. It could only show 30 lines. This was just enough room for a face. It didn't work well, but it was a start.

The first TV station was set up in 1928. It was in New York. Few people had TVs. The broadcasts were not meant to be watched. They showed a Felix the Cat doll for two hours a day. The doll spun around on a record player. They were experimenting. It took many years to get it right.

By the end of the 1930s, TVs were working well. America got its first taste at the 1939 World's Fair. This was one of the biggest events ever. There were 200 small, black and white TVs set up around the fair. The U.S. President gave a speech over the TVs. The TVs were only five inches big but the people loved it.

They wanted TVs. But World War II was going on during this time. Factories were busy making guns and bombs. When the war was over, TV spread across the country.

By 1948 there were 4 big TV networks in America. They aired their shows from 8 to 11 each night. Local shows were aired at other times. Most of the time, nothing was shown at all. TV was not "always on" like it is now.

Color TVs came out in 1953. They cost too much money for most. Also, shows were aired in black and white. By 1965, color TVs were cheaper. TV stations started airing shows in color. People had to switch if they wanted to see the shows.

Now most TVs are high-def. This means that they have many lines on them. This makes the image clear. TVs have come a long way since Baird's 30 line set. High-def TVs have 1080 lines. There are state of the art sets called 4K TVs. These TVs have 3,840 lines. Some people watch TV in 3D. I wonder what they will come up with next. Smell-o-vision anyone?
1. When did color TVs come out?
   a. 1925  
   b. 1953  
   c. 1939  
   d. 1965

2. Which was not true about the first TV?
   a. It could only show one color.  
   b. It only had 30 lines.  
   c. It did not have sound.  
   d. It did not work well.

3. When did networks start showing programs in color?
   a. 1948  
   b. 1953  
   c. 1965  
   d. 1939

4. Why did the first TV station only show Felix the Cat for two hours a day?
   a. They were running tests.  
   b. Felix the Cat was really popular.  
   c. Felix the Cat had been a big radio star.  
   d. Felix the Cat was the only show that they had.

5. Which of these events slowed the spread of TVs?
   a. The World’s Fair of 1939  
   b. The Civil War  
   c. The election of the U.S. President.  
   d. World War II

6. What is the author’s main purpose in writing this?
   a. He is trying to explain how a TV works.  
   b. He is telling readers how TVs became popular.  
   c. He is describing the history of the TV.  
   d. He is trying to get people to watch more TV.

7. Why did many families switch to color TVs in 1965?
   a. Color TVs cost a lot of money.  
   b. Many shows were only shown in color.  
   c. Color TVs came out in 1965.  
   d. World War II ended and troops returned home.

8. Why was 1939 an important year for TV?
   a. Many Americans were introduced to TV.  
   b. The first color TV was released.  
   c. The first TV station began broadcasting.  
   d. John Baird created the first TV.

9. How many lines does a 4K TV have?
   a. 30  
   b. 1,080  
   c. 4,000  
   d. 3,840

10. Which happened first?
    a. The 1939 World’s Fair  
    b. The release of high-def TVs  
    c. The end of World War II  
    d. The release of color TVs

Why would watching TV have been boring in 1928?
Why did the 5 inch black-and-white TVs at the World's Fair impress people?

Why would it have been a bad idea to buy a color TV when they first were released?
Student Directions for Social Studies and Science:

Social Studies:

Day 21:
1. Read the article titled “The French and Indian War” - **only** read “The French and Indian War” section of the handout.
2. Once you have finished reading, answer questions 1-7 in complete sentences.

Day 22:
1. Read the section titled “The Proclamation of 1763”. This section is found in the article titled “The French and Indian War”. It is on the second page at the bottom.
2. Once you have finished reading this section, you will complete question 8-10 AND the Revolutionary Writing section at the bottom (please make sure you write in complete sentences).

Day 23:
1. Read the article that includes the sections titled “The Sugar Act” and “The Stamp Act”.
2. Once you have finished reading both sections, answer questions 1-7 in complete sentences.

Day 24:
1. Read the article titled “The Sons of Liberty”.
2. Once you have finished reading, answer questions 1-7 in complete sentences.

Day 25:
1. Read the article titled “The Townshend Acts”.
2. Once you have finished reading, answer questions 1-8 in complete sentences.
Science:

Day 26:
1. Read the Readworks article titled “Electricity and Energy- Energy”.
2. Once you have finished reading, answer questions 1-8 in complete sentences.

Day 27:
1. Read the handout titled “Nothing but Net”. While reading, underline or highlight examples that describe a type of energy (mechanical, light, electrical, sound, heat, or chemical).
2. After reading and underlining/highlighting, answer questions 1-6 in complete sentences.

Day 28:
1. Read the handout titled “Babysitting”. While reading, underline or highlight examples that describe a type of energy (mechanical, light, electrical, sound, heat, or chemical).
2. After reading and underlining/highlighting, answer questions 1-5 in complete sentences.

Day 29:
1. Read the handout titled “Dog Park Day”. While reading, underline or highlight examples that describe a type of energy (mechanical, light, electrical, sound, heat, or chemical).
2. After reading and underlining/highlighting, answer questions 1-5 in complete sentences.

Day 30:
1. Look at and read the example of the MY ENERGY ROBOT project at the beginning of the project and then read the rubric. This project will be graded using this rubric.
2. You are going to design your own energy robot by completing the packet. First, you will complete the My Energy Robot Planning Page (you do not need to write in complete sentences for this- this is where you will brainstorm your ideas).
3. Next, complete the My Energy Robot final page.

This is your time to be creative with your robot!
In 1754, France, England, and Spain were claiming land in North America. France claimed the lands to the north and the middle of the continent. Spain claimed the lands to the south and the west of the continent. England claimed the Atlantic coast. However, the conflicts started when both France and England began claiming the Ohio Valley. This land stretched along the Ohio River from the Appalachian Mountains to the Mississippi River. The British felt that this land would help with trade and growth. The French saw it as a bridge that connected Canada and Louisiana. Both claimed it as their own, and they did not want to share it.

In the early 1750s, France sent troops to the Ohio Valley, and they began building forts to the west of the Appalachian Mountains. At this point, both France and Britain had formed alliances, or formal agreements, with many of the Native American tribes in the Ohio Valley. Native Americans fought for both sides in the war, but the French relied more heavily on their Native American allies than the British did.

In 1754, George Washington, only 21 years old, led 150 Virginian troops to attack the French at Fort Duquesne. Washington and his troops, who were fighting for the British, were outnumbered. After firing on the French, Washington realized they needed protection. They quickly built Fort Necessity. Unfortunately, they were unprepared to face the French and their Native American allies. On July 3, 1754, the French attacked the fort, and George Washington was forced to surrender. He was sent back to Virginia with a message that the Ohio Territory belonged to the French. This was the beginning of the war.

In June 1754, delegates, or representatives, from each colony met to decide on a plan of action. However, at this time, each of the colonies had its own government and were not united as one country, which would make fighting in a war difficult. They sent word to the British Parliament asking for help. The Parliament sent an army to help fight the French and Native Americans.

In July of 1755, Washington accompanied General Edward Braddock in his march to conquer Fort Duquesne. They were unprepared. British soldiers marched in straight lines and were trained to fight in open fields. They stood out in their bright red uniforms in the dark green forest. The French and Native Americans hid behind rocks and trees and then fired at the British. This is known as guerilla warfare and was a very successful new war tactic. Even though the French were outnumbered, they won this battle.
Over the next several years, Canada became the main battleground. The French seized Fort William Henry, which protected two of the British forts and also gave them command of the Hudson River and northern New York. However, the British took control of Louisbourg, Fort Frontenac, Fort Niagara, and Quebec. The major victory occurred when the French surrendered Montreal to the British. After Montreal was surrendered, there was scattered fighting over the next several years, but the war was basically over.

In Europe, Spain joined France in its efforts to defeat Britain. But, Britain was a powerful force with a very strong navy. They defeated Spain in 1762. To make up for it, France gave Spain most of Louisiana.

In 1763, the Treaty of Paris was signed, and France gave up its claim to Canada. It also gave Britain all of the land to the east of the Mississippi River and Spanish Florida. France lost most of their land in North America.

The colonists learned that they were stronger than they had thought and that the British had a powerful army and navy. They also learned that the British Parliament had paid a heavy price in helping them during this war, causing them to go into great debt. Since most of the war centered around protecting British land in the colonies, the colonists would be responsible for paying Britain back.

The Proclamation of 1763

Since the colonists had now won most of the land to the east of the Mississippi River, many decided to move further west and settle there. But this caused more trouble with the Native Americans, who were already living on this land. They did not appreciate the colonists setting on their land and were determined to keep them off. In 1763, an Ottawa Chief named Pontiac united several groups of Native Americans to begin attacking British forts and settlements. King George III tried to end the fighting by making a proclamation, or formal announcement. This is known as the Proclamation of 1763.

In the Proclamation of 1763, King George III stated that colonists could not settle beyond the Proclamation Line. This line was along the Appalachian Mountains. King George III hoped that this would calm the Native Americans and show his gratitude for their help during the French and Indian War. It was also a way to keep from having to spend more money to protect the colonists from the Native Americans.

The king had another reason for this proclamation. By winning the French and Indian War, Britain gained control of the land that provided fur trading, and the king wanted to take advantage of this. He needed a good relationship with the Native Americans to expand fur trade so most of the trade would come through Britain.

Colonists were not pleased with this proclamation. They felt that the king was siding with the Native Americans. They had fought the French and Indian War to keep the French from blocking them, yet now the king was doing the same thing. Most colonists ignored the proclamation and continued to move west. So, the fighting between the colonists and Native Americans continued.
The French and Indian War & The Proclamation of 1763

Comprehension Questions

1. What caused the French and Indian War?

2. Why was a war going to be difficult for the colonists? Give at least 2 reasons.

3. The colonists did not win the battle at Fort Duquesne in 1755. What caused this? Provide evidence from the text to back up your thinking.

4. What two countries fought against Britain?

5. Why do you think the British won the French and Indian war? Use evidence from the text to support your reasoning.

6. What was the effect of Britain helping the colonists in the war?

7. Why were the colonists having so many problems with the Native Americans? How do you think the Native Americans felt after the French and Indian War?
8. What were two reasons that King George III made the Proclamation of 1763?

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9. How did the Proclamation of 1763 affect the colonists?

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10. How did the colonists feel about the Proclamation of 1763? Why did they feel that way?

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Revolutionary Writing

Think about the Proclamation of 1763. Do you agree with what King George III decided? Or, would you have sided with the colonists? What about the Native Americans? Write about the feelings you have for the Proclamation of 1763. Who was right? Was anyone right? Be sure to use information from the text to support your opinion.

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The Sugar Act

American Revolution Articles - Road to Revolution Edition

Article 2

1764

The French and Indian War was very expensive for the British. King George III went into debt funding the war, and he needed to pay back his debt. Because the war was mainly fought to keep the land in the colonies, the king felt that the colonists should help pay the debt back.

In 1764, The Sugar Act was passed by the British Parliament and became a law. The Sugar Act set a tax on sugar and molasses that was imported into the colonies. It also increased taxes on coffee and indigo. The Sugar Act also made it illegal to trade with non-British suppliers. This Act mainly affected those that made and sold rum and depended on getting sugar and molasses from the West Indies.

This tax was passed without the consent or support from the colonists. Since the colonists had no say in this tax, they were not happy about it. They called this taxation without representation. When the British Parliament voted to invoke this tax, there was no one there to speak for the colonies. The colonists did not want to pay these taxes. (It was eventually repealed in 1766.)

The Stamp Act

1765

In 1765, the British Parliament passed another tax law. This time, the tax applied to paper documents such as newspapers, legal documents, and magazines. All documents had to have a stamp, or British seal, on them to show that the tax had been paid. It cost money for the colonies to buy the paper with the seal on it, which angered colonists since they now had to pay for something that used to be free.

Many colonists were outraged that this tax was passed in the Parliament when they had no one in the Parliament that could speak for the colonies. The slogan, "no taxation without representation" swept through the colonies. The colonists felt that this tax was unfair.

They felt so strongly against this tax that they called a meeting of all of the colonies. In October of 1765, representatives from nine colonies met in New York at what was called The Stamp Act Congress to discuss what should be done. They decided to unite in protest of the tax. Their hope was that the tax would be repealed, or taken away, but the British truly thought it was fair.
The Sugar Act and The Stamp Act

Comprehension Questions

1. Why did the British Parliament pass The Sugar Act?

2. Who did The Sugar Act mainly affect?

3. What does it mean that The Sugar Act made it illegal to trade with non-British suppliers?

4. What does no taxation without representation mean?

5. What did The Stamp Act tax?

6. How did the colonists feel about The Stamp Act? What did they do to show how they felt about the tax?

7. Which tax do you think was worse, The Sugar Act or the Stamp Act? Use information from the text to support your opinion.
Many colonists were angry about the unfair taxes that the British Parliament was passing on the colonies. American Patriots, colonists who spoke out against the British, joined together in groups called The Sons of Liberty. The first group was created by Samuel Adams of Massachusetts. They went to the streets in protest of the taxes and of the British Parliament. Colonists that were loyal to the king, known as Loyalists, felt that those that protested against the British government were guilty of treason (working against one’s country). The Sons of Liberty wanted freedom to make their own laws and pass their own taxes.

The Sons of Liberty wanted the British Parliament to hear their concerns. They protested, or spoke out against, the taxes. Some wrote letters to Parliament, voicing their opinions. Many boycotted, or refused to buy, British goods. They even went so far as to capture British tax collectors to tar and feather them. They would try to make them quit their job or chase them out of town.

In 1766, because so many colonists opposed the tax, the British Parliament repealed, or took back, the tax. However, as the Stamp Act was repealed, the British Parliament passed the Declaratory Act. Many in the British Parliament thought that the Stamp Act was fair, and they did not like that it was being repealed. The Declaratory Act was passed stating that the British government had the power to legislate over the colonies. This meant that the British Parliament had the right to make laws and pass taxes in the colonies. Soon, more taxes would be passed.

This is a political cartoon that was printed in newspapers when the Stamp Act was repealed. It shows a funeral for the Stamp Act, even with its own coffin.
The Sons of Liberty
Comprehension Questions

1. Who were The Sons of Liberty?

2. What is treason?

3. What was the goal of The Sons of Liberty? What did they want?

4. Name at least two ways that The Sons of Liberty showed that they disagreed with the British Parliament.

5. Do you think that The Sons of Liberty were fair in the way that they treated the tax collectors? Why or why not?

6. How did the British Parliament react to the protests of the colonists?

7. What did the Declaratory Act state?
Charles Townshend was in charge of the British government's finances, or money. He felt that the British could make money from taxing some of the goods that were imported into the colonies from Britain. This would not be a direct tax, like the Stamp Act, but instead made items like glass, tea, lead, and paint more expensive when it was sent to the colonies. Since these items were not made in the colonies, and had to be bought and shipped directly from Britain, it would be a great chance for the British government to earn some money from the colonies.

This law also set up a new group of tax collectors within the colonies. If the taxes weren't paid, offenders would be sent to a judge in Britain, appointed by the king, without being heard by a jury. This meant they had lost the right to a trial by jury if they didn't pay the taxes or were caught smuggling goods. The colonists found this unjust.

Charles Townshend hoped that these taxes would help pay back their debts from the French and Indian War, plus pay for the British troops that were living in America. It would also pay the salaries of Royal Officials. The colonists responded by boycotting the British goods. The Daughters of Liberty, a group of women that were similar to the Sons of Liberty, asked people to stop drinking British tea. The colonists also smuggled (brought in secretly or illegally) tea from Dutch companies to avoid paying the taxes on British tea.

The colonists were also angry that the Townshend Acts gave the new tax collectors the right to search warehouses and ships without proper authority. These officials were based in Boston, and the colonists became so angry, that the officials sent word that they needed military help. British troops were sent to Boston to protect the tax collectors and the British officials there.

Because many colonists did not buy British goods and few taxes were collected, the British Parliament repealed all of the taxes, except the one on tea, in 1770. However, due to the violent opposition, or disagreement, to the taxes, even more British troops were sent to the colonies. By 1770, about 9,000 British troops were stationed in the colonies. Almost 4,000 of them were in Boston.
The Townshend Acts
Comprehension Questions

1. Why did Charles Townshend come up with the idea of The Townshend Acts?

2. How were The Townshend Acts different from The Sugar and Stamp Acts?

3. What would happen if a colonist was found smuggling goods?

4. What was the money collected from The Townshend Acts used for?

5. What did the colonists do in response to The Townshend Acts?

6. Why were the colonists angry that the tax collectors could search warehouses and ships without proper authority?

7. Why were more troops sent to Boston?

8. How do you think it made the Bostonians feel to have British troops there? Why?
Forms of Energy

Directions: As you read through the passage, underline any examples that describe a type of energy. (Mechanical, Light, Electrical, Sound, Heat, Chemical)

Nothing but Net

I never thought I would be playing basketball. My aunt had been trying to convince me to play, and eventually I gave in. Now here I am, standing in the middle of the basketball court with the ball in my hand and a million people staring at me.

To get everyone to stop staring at me, I throw the ball to one of my teammates. They grunt as they catch it, then turn to throw it at the hoop. The ball flew, bounced off the rim, making it clang and shake, then bounced back onto the court.

A player from the other team grabbed the ball and started running down the court to the other side. They shot the ball, it went into the hoop, and the scoreboard lights said 22 now instead of 20 on the away side. Just when we got started up again, the referee blew his whistle. Someone had dropped some fresh, hot popcorn onto the court and they needed to clean it up. I looked around while we waited. All of the other players were dripping sweat because of how hot they were. They also looked very tired. I felt great. I had an apple and some chicken for lunch, so I had enough energy to last me all game.

After the split was cleaned up, our point guard started dribbling the ball down the court. The ball thumped every time it hit the ground. We were only one point behind. My teammate passed the ball to me. I wasn’t sure what to do. The clock on the scoreboard was running down quickly, so I threw the ball towards the hoop. The ball made a swish noise as it brushed through the inside of the net just before the scoreboard buzzed, indicating the end of the game. I had won the game for my team! I guess basketball isn’t so bad after all!

Name: ______________________

Use what you learned about the passage to answer the following questions.

1. What examples of sound energy were present in the passage?

2. What examples of heat energy were present in the passage?

3. Is there something from the passage that had more than one type of energy?

4. The narrator mentions that they ate an apple and chicken for lunch, so she isn’t as tired as the other players. What type of energy is she referring to?

5. How would the narrator have felt if they only had a bag of chips for lunch?

6. What other examples of sound energy might you observe at a basketball game?
Forms of Energy

 Directions: As you read through the passage, underline any examples that describe a type of energy. (Mechanical, Light, Electrical, Sound, Heat, Chemical)

**Babysitting**

I am not very fond of babysitting. I definitely have things that I would rather be doing. Here are a couple of reasons why I do not like babysitting.

One reason why I do not like babysitting is that the babies never want to sit still. They are always trying to crawl all over the house and get into trouble. I guess if I had just been born, I would want to see the whole world, too, so I guess I can understand that.

Another reason why I do not like babysitting is the amount of times a day that they cry. Babies cry whenever anything happens and it is so loud, I cannot concentrate on anything. I guess they make kind of cute noises, too. And their laugh is funny to hear... But their crying is still loud.

Babies always want to put things in their mouths, too. Whenever I am trying to play on my cell phone, my baby brother tries to rub his mouth all over it and then I have to clean it off. He must be attracted by the light the cell phone makes or maybe he hears the sounds that I make. I guess he is trying to learn about the world. Maybe I should help him learn.

You know what? Babies make some cute sounds and I like that they are trying to learn about the world around them. Maybe the next time I babysit, I will help my little brother learn. I guess babysitting isn't so bad.

---

Name: ____________________________

Use what you learned about the passage to answer the following questions.

1. What examples of mechanical energy were present in the passage?

____________________________________

2. What example of light energy was present in the passage?

____________________________________

3. What types of energy does the cell phone in this story have?

____________________________________

4. What other examples of electrical energy could you observe while babysitting?

____________________________________

5. How did the narrator's feelings about babysitting change from the beginning of the story to the end of the story?

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Forms of Energy

Directions: As you read through the passage, underline any examples that describe a type of energy. (Mechanical, Light, Electrical, Sound, Heat, Chemical)

Dog Park Day!

Saturday is always dog park day long as the weather is safe and it isn't too hot out! My dog, Molly, loves going to the dog park to see her friends.

The first thing Molly likes to do at the dog park is run to her friends. Sometimes they bark because they are excited to see each other, sometimes they just start running and chasing each other. Molly is always able to run a little longer when she eats all of her breakfast beforehand.

Molly also likes to splash around the puppy pool. Her big feet splash the water all over the place as she jumps around.

Did I mention that dog park day is also bath day for Molly?

There is even a "cool down" area for the dogs. The "cool down" area is a little building with fans and air conditioning. You just have to remember to turn the lights and air conditioning off when you leave so we don't waste energy. I can tell that Molly needs to spend some time in there when her body feels really warm and she starts to drool.

When it is time to go home, all I need to do is call Molly's name and she comes running! She loves to play all day at the park, but I can tell that she also loves her after-park nap...

Name: ________________________

Use what you learned about the passage to answer the following questions.

1. What examples of sound energy were present in the passage?

2. What examples of electrical energy were present in the passage?

3. What does Molly need to do before the park to make sure she has enough energy to run around?

4. What other examples of energy might you observe at a dog park?

5. Why is it important to remember to turn off electronics when you aren't using them?

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My Energy Robot

Draw your robot inside the box. Make this robot your best work. It should be colorful and detailed. Write a paragraph describing your robot. Explain the specific features of your robot including the three forms of energy your robot produces. Use correct capitalization, punctuation, and sentence structure.

My robot’s name is Herbert, but I just call him Herb. He produces sound energy when he says good morning to me. Herb uses thermal energy to make pancakes and hot chocolate, which he brings to me using mechanical energy. When Herb is happy, his blue light flashes and produces light energy. I think Herb is the best robot in the world! Would you like to have a robot like Herb?
# ENERGY ROBOT GRADING RUBRIC

**Name**

**Planning Page**
Student used at least three forms of energy and described the specific details of each. $__/20$

Sketch is detailed and features of the robot (forms of energy) are labeled. $__/20$

**Project Page**
Drawing of the energy robot is colorful and includes details. $__/20$

Paragraph explains the features of the robot using the three forms of energy chosen on the planning page. $__/20$

Paragraph includes appropriate punctuation, capitalization, and sentence structure. $__/20$

Comments (If needed):

**Total $__/100$**
My Energy Robot Planning Page

The robot you design must produce at least three forms of energy. Circle the forms of energy your robot will produce. Then explain the specific feature of your robot for each form of energy you circled.

Electrical

Sound

Light

Mechanical

Thermal (Heat)

Draw a sketch of your robot in this box.

Label the forms of energy.
MY ENERGY ROBOT

Draw your robot inside the box. Make this robot your best work. It should be colorful and detailed. Write a paragraph describing your robot. Explain the specific features of your robot including the three forms of energy your robot produces. Use correct capitalization, punctuation, and sentence structure.
All life depends on energy. The Earth and our solar system get most of their energy from the sun. Without the sun, life on Earth would not exist. The sun shines on plants, giving them the energy they need to grow and thrive. Animals then eat the plants, which gives them energy, too. Energy is everywhere. It is all around us.

Energy comes from nature. Wind, sun, water, fire, and lightning are all sources of energy. In the United States, the most used sources of energy are fossil fuels such as coal and oil. The energy from fossil fuels gives us most of the electricity that lights and heats our homes. Oil also gives us the gasoline that runs our cars. Unfortunately, the burning of fossil fuels pollutes the air.

Scientists are working to develop new ways of providing energy without harming the Earth. Through advances in research of alternative energy sources, the world is slowly changing from using fossil fuels to using wind power, water power, and solar energy. Windmills are used to capture wind power. Dams help to harness the energy from water. Solar panels collect energy from the sun's rays and keep it stored for future use.
1. Energy on Earth comes from
   A. other planets.
   B. the sun.
   C. plants.
   D. the moon.

2. The passage describes the problem of fossil fuels causing pollution. What is a solution in the passage for this problem?
   A. using gasoline in cars
   B. using alternative energy sources
   C. making oil illegal
   D. promoting bicycle programs

3. All of the following have to do with new advances in energy except:
   A. wind power.
   B. water power.
   C. solar energy.
   D. lightning.

4. Read the following sentence: "The sun shines on plants, giving them the energy they need to grow and **thrive**."

The word **thrive** means
   A. wilt
   B. be born
   C. live well
   D. plant seeds.
5. This passage is mostly about
   A. where energy comes from and how it is used.
   B. how wind energy is different from fossil fuels.
   C. how plants use the sun's energy.
   D. how animals use energy from plants.

6. What sources of energy does the passage describe besides fossil fuels?


7. Based on the passage, why would the world be "slowly changing" from fossil fuels to other energy sources, rather than quickly changing?


8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

   Scientists want to develop new ways of providing energy without harming the earth, _________ they are researching alternative energy sources.

   A. then
   B. but
   C. meanwhile
   D. so