<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>Read Diary of a Teenage Refugee</td>
<td>Read Diary of a Teenage Refugee again to increase fluency.</td>
<td>Read Diary of a Teenage Refugee again to increase fluency.</td>
<td>Read Diary of a Teenage Refugee again to increase fluency.</td>
</tr>
<tr>
<td><strong>What was it like when Amira's family left her village in Syria?</strong></td>
<td>a) chaotic and frightening</td>
<td>Write describing what events took place to cause Amira to become a refugee.</td>
<td>Answer the Text Dependent Questions 1-5 on pages 4-5.</td>
<td>Answer the Discussion Questions 1-2 on page 6.</td>
</tr>
<tr>
<td></td>
<td>b) controlled and calm</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>c) secretive and peaceful</td>
<td></td>
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<tr>
<td></td>
<td>d) exciting and mysterious</td>
<td>What is life like for Amira and other refugees in the camp?</td>
<td></td>
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<tr>
<td></td>
<td>a) There are not enough resources for survival.</td>
<td>b) People do not easily trust or help one another.</td>
<td>c) People find boyfriends and girlfriends easily there.</td>
<td>d) There are many unexpected issues making life hard.</td>
</tr>
<tr>
<td>Based on what Amira says about her daily life, what would help</td>
<td>Read Diary of a Teenage Refugee again to increase fluency.</td>
<td>Read Diary of a Teenage Refugee again to increase fluency.</td>
<td>Create a chart with pictures showing what items should go in the trash and what items should go in the recycling bin.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Answer the Text Dependent Questions 1-5 on pages 4-5.</td>
<td></td>
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<tr>
<td>Amira and her friends be less bored?</td>
<td></td>
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<td></td>
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<td>-------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) if they had classes where they could learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) if they could watch more television</td>
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<tr>
<td>c) if they could practice cooking meals from home</td>
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<tr>
<td>d) if they had more drawing materials</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How does life in the camps compare to life in Amira’s home village?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Living conditions have improved in the village but not in the camps.</td>
<td></td>
</tr>
<tr>
<td>b) People enjoy living in the camps and consider them a new home.</td>
<td></td>
</tr>
<tr>
<td>c) The camps provide some basic needs, whereas Amira's village is mostly destroyed.</td>
<td></td>
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<tr>
<td>d) There is a sense of community in Amira's village, whereas in the camps there is not.</td>
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</tbody>
</table>
### Math

<table>
<thead>
<tr>
<th>Question</th>
<th>Space</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A penny is what fraction of a $1?</td>
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<tr>
<td>A nickel is what fraction of a $1?</td>
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<td></td>
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<tr>
<td>A dime is what fraction of a $1?</td>
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<td></td>
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<tr>
<td>How many dimes are in $2?</td>
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<td></td>
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<tr>
<td>How many nickels are in $1?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many quarters are in $4?</td>
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<tr>
<td>How many ½ hours are there in 3 hours? Model your solution.</td>
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<tr>
<td>How many ¼ hours are there in 4 hours? Model your solution.</td>
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<tr>
<td>There are 327 children at Main Event today. They each want one slice of</td>
<td></td>
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<tr>
<td>pizza. Each pizza has 8 slices. How many pizzas will Main Event have to</td>
<td></td>
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<tr>
<td>make?</td>
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<tr>
<td>Will there be pizza left over?</td>
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<tr>
<td>How many pizzas would they need to make if each child was going to eat</td>
<td></td>
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<tr>
<td>two slices each? Will there be leftovers?</td>
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<tr>
<td>The Smith family has five children. They are allowed to play on the PS4</td>
<td></td>
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<tr>
<td>from 4:00pm to 10:00pm. They should each get the same amount of time.</td>
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<tr>
<td>How much time will each child get to play?</td>
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<tr>
<td>Create your own division word problem with or without remainders and</td>
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<tr>
<td>write it here. Have a family member solve it.</td>
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</table>

85 ÷ 5 = ________
86 ÷ 2 = ________
78 ÷ 5 = ________
68 ÷ 5 = ________
67 ÷ 6 = ________
22 ÷ 9 = ________
70 ÷ 5 = ________
79 ÷ 2 = ________
94 ÷ 7 = ________
36 ÷ 6 = ________
70 ÷ 9 = ________
83 ÷ 4 = ________
35 ÷ 9 = ________
58 ÷ 3 = ________
19 ÷ 2 = ________
65 ÷ 6 = ________
60 ÷ 8 = ________
### Science

**Chemical Reactions:**
*Think:* Any time there is a chemical reaction, a new substance is created. When you react some metals, such as copper, with acid, a powdery substance is created. One property of these powders is that they can turn a flame different colors. *Think and write:* What could you do with powders that cause different colored flames? (HINT: 4th of July).

Chemical reactions actually happen all the time in the everyday world. Every time you eat, your body used chemical reactions to break down food into energy. Other examples include metal rusting, wood burning, batteries producing electricity, and photosynthesis in plants. Write down as many other examples of everyday chemical reactions as you can. Be sure to include what the reaction produces.

**The Great Goo Experiment (part 1):**

**Need:** See Activity Prep sheet for supplies.

**Do:** Cover workspace to protect from spills. Lay page with dark boxes on table. Cover with wax paper. Practice using straw to put only one drop on practice squares (line up line on straw to top of water, press finger over end, move to a practice square and lift finger off). When ready, on 1st box put a drop of milk and baking soda. Use clean toothpick to mix. Write down results on 2nd page. If there was a reaction, describe it. If not, write no. Complete all boxes, remembering to use clean toothpicks each time. Write your answers to the following: Which chemicals reacted? Which reaction made goo?

**The Great Goo Experiment (part 2):**

**Need:** See Activity Prep sheet for supplies.

**Do:** Have a family member hold open ziplock bag. Pour in half cup of borax and full cup of glue. Seal bag, making sure it is closed tightly. Mix the stuff in baggie for at least 3 minutes. You should feel it getting thicker as you mix. To remove goo: turn bag inside out and peel off bag onto plate. After you explore the goo for a while, write your answers to the following: How does the goo feel. Take a minute to notice some of the properties. Does it jiggle, stretch, ooze? Always store your goo in the ziplock bag to keep it from drying out. Enjoy!

**Chemical Reaction Inventions:**
Read the following and write your best answers:

a) When you mix latex (the sap from a rubber tree) with acid, you get rubber. Is this an example of a chemical reaction? Why or why not?

b) The following are possible because of chemical reactions: rubber, glass, metal, plastic. Choose one of these materials, then answer these:
- Come up with a list of things that are made of this material...the more the better! (Hint: Look around your home and school.)
- How would your day be different if this material had never been invented?

**Mystery Science Goo Challenge:**
When you drop Mystery Science Goo, it splats. Suppose you wanted a goo that bounced when you dropped it. Thinking about the Mystery Science Goo recipe, what are the properties of the goo that make it splat? What do you need to change to make it bounce? IF you have permission and the following materials, try one or more of the following recipes:

- 1 Tbsp talcum powder, 2 Tbsp of glue/water solution, & 1 Tbsp of borax solution
- 1 Tbsp cornstarch, 2 Tbsp of glue/water solution, & 1 Tbsp of borax solution
- 1 tsp salt, 2 Tbsp of glue/water solution, & 1 Tbsp of borax solution

If you are able to try all three, compare the goos. Which one bounces highest?

---

### Social Studies

**Andrew Jackson and the Native American Removal**

Did the Native Americans agree to their removal / relocation?

Words to know: **Bias:** only sees one side of a situation

Read Document A (attached)

Answer the questions below:

List the stipulations

President Andrew

Answer the question:

Review Document A and B

Answer the question:
| **Acquiesce** - to accept, agree, or give consent by keeping silent | 1. How long has the President and Congress been working on these terms?  
2. How do you think Andrew Jackson and Congress feel about the Native Americans? (Notice “savage” is used twice and “rude” to describe the Native Americans). | 1. Jackson makes to the Indians  
2. | Do you think the Indians willingly moved? | Do you think President Andrew Jackson told the truth about moving the Indians. Why or Why not? |
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</thead>
<tbody>
<tr>
<td><strong>Treaty</strong> – an official agreement</td>
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<tr>
<td><strong>Pecuniary</strong> – measured in money</td>
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<tr>
<td><strong>Incalculably</strong> – very large</td>
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<td><strong>Provision</strong> – terms and/or conditions (as in a contract)</td>
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</table>
Transcription:
It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few *savage* hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own *rude* institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their *savage* habits and become an interesting, civilized, and Christian community. (USE FOR QUESTION 1 & 2)
The whole subject has been taken into consideration, and an arrangement has been made, which ought to be, and I trust will be, entirely satisfactory to you. The Senate of the United States have given their opinion of the value of your possessions. And this value is insured to you in the arrangement which has been prepared. Mr. John Ross, and the party who were with him, expressed their determination to accept, so far as they were concerned, such a sum as the Senate might consider just, and promised to recommend and support the same in your general council. The stipulations contained in this instrument are designed to afford due protection to private rights, to make adequate provision for the poorer class of your people, to provide for the removal of all, and to lay the foundation of such social and political establishments in your new country as will render you a happy and prosperous people. Why, then, should any honest man among you object to removal? The United States have assigned to you a fertile and extensive country, with a very fine climate adapted to your habits, and with all the other natural advantages which you ought to desire or expect.
Diary of a Teenage Refugee

By Amira
2013

In the spring of 2011, protests erupted in the Middle Eastern country of Syria against President Bashar al-Assad's government. The protests were met with violence. The conflict gradually led to rebellion. Now, Syria is experiencing a civil war that has already left over 400,000 people dead and created 4.8 million refugees who have left the country, as well as another 6.3 million who have had to flee their homes for elsewhere in Syria. Millions more have been left in poor living conditions with shortages of food and drinking water. The following account comes from a 16-year-old Syrian girl named Amira detailing the past three years of her life in a refugee camp in the neighboring country of Lebanon. As you read, take notes on the different ways Amira's life has changed since the outbreak of the Syrian civil war.

Amira is a pretty normal 16 year-old. She's got the usual interests: pop music, boys and her mobile phone.

But, along with 30 million other children and young people around the world, she's a refugee. Amira lives in a camp with her family after fleeing the civil war in Syria. This is her story, in her own words.

Amira’s Story

One night the bombs were coming closer and closer. We were all sitting together downstairs because we couldn't sleep. As houses were being destroyed one by one in our village, neighbours were running from one house to the next. So some neighbours were gathered in our house too.

A rocket landed on the roof of our house, but no one was injured. We ran in fear to another house. We were so terrified we didn't even think about taking anything with us. Soon after, our house was totally destroyed. We left with no IDs, nothing.

Our dad took us out of the country through a smuggler. We escaped that night in a rented car. Whenever we passed a checkpoint, we hid under the seats of the car and the driver covered us up.

We crossed the border illegally, through the mountains. We got out near the border and had to walk about 100 metres \(^1\) across the mountain. When we heard a plane, we started running. We were very scared.

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\(^1\) 100 meters is about 328 feet.
The Camp: Life on Hold

When we arrived at the refugee camp, there were already many tents. We bought some materials to make a tent—some wood and plastic sheeting. The men built it. Our tent has two rooms and a kitchen area. There are 13 of us living here.

The neighbours helped us by giving us things like bottled water, mattresses, blankets, cups and plates. We could pick up and leave at any time, as we don't have anything of value here. My most treasured things are my necklaces. I wear them all at the same time, because they have many memories. One was given to me by a boyfriend, but I don't want my mother to know about that!

We have so many needs that you can't count them. At home things were cheap. Everything is expensive here. We even have to pay for water. In winter there was snow halfway up the sides of our tent and we couldn't even see out of it. At home we had our own bedrooms, but here we all sleep together in the tent on the ground.

We can't go to school here, and there are no jobs available because too many people are looking for work. We don't even have any books. So we just help out with cooking and cleaning, or watch TV all day. We are really bored.

To pass the time we do each other's hair and draw pictures of each other, or listen to popular songs on the TV. We also make our own clothes.

We are afraid because the government doesn't know we are here. If they find out, we could be sent back to Syria. But the UN protects us.

Some of the people who are not registered go into the mountains and hide whenever the officials come to count people in the camp. Then they come back to the camp afterwards.

Homesick

We hear from home mostly via WhatsApp and sometimes TV. Only a few old people are still living in our village. There are a few rooms still standing in the destroyed houses, and they live in those.

We have to pay for water to be brought in by truck, but it's very dirty. But now we have a water filter in our tent. We now have a latrine that was installed by an NGO. We receive food distributions, so we have enough food. We make large amounts of simple meals that we can share out easily for all the children, like rice, beans and peas. There are shops, hairdressers and tailors here.

It helps to know that we are not alone, as there are many others here in the same situation as us.

2. UN stands for the United Nations, an organization of 193 countries formed after World War II to prevent international conflict and promote world peace.
3. WhatsApp is a mobile messaging app that allows people to exchange messages without having to pay for a text messaging plan.
4. A latrine is a toilet or outhouse, especially one used by large groups in a camp.
5. NGO stands for “non-governmental organization,” which is any not-for-profit citizens’ group that is organized on a local, national, or international level.
We've been here for three years now. We miss everything about home. We would love to go back.

“Diary of a Teenage Refugee” by Amira (2013). Reprinted with permission of Tearfund, all rights reserved.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following best describes the central idea of the text?
   A. Amira is a normal teenage girl living through extraordinary circumstances as a refugee.
   B. Amira and others like her have built communities in refugee camps that resemble home.
   C. The United Nations needs to better protect refugees, particularly those fleeing Syria.
   D. More refugees should tell their tales in order to spread awareness about the issues they face.

2. Which statement best describes how the refugee camp is first portrayed in the text?
   A. Life in the camp is safer and easier than life at home, where there is war.
   B. Life in the camp is engaging and fun because community members make it so.
   C. Life in the camp is difficult and dirty, and there is no sense of community support.
   D. Life in the camp is uncertain and there is little to do, but the community is kind.

3. PART A: What does the term “smuggler” most closely mean as used in paragraph 5?
   A. one who books safe passage for legal immigrants through dangerous places
   B. one who leaves a country to escape danger
   C. one who secretly moves something or someone from one country to another
   D. someone who avoids paying taxes for goods they bring in or out of a country

4. PART B: Which of the following quotes best supports the answer to Part A?
   A. “Soon after, our house was totally destroyed.” (Paragraph 4)
   B. “Our dad took us out of the country” (Paragraph 5)
   C. “We escaped that night in a rented car.” (Paragraph 5)
   D. “We crossed the border illegally, through the mountains.” (Paragraph 6)
5. How does the following quote contribute to the reader's understanding of Amira? “My most treasured things are my necklaces. I wear them all at the same time, because they have many memories. One was given to me by a boyfriend, but I don't want my mother to know about that!” (Paragraph 8)
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How is Amira similar to young girls in your country? How is she different?

2. In the context of this passage, how are people changed by war? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Chemical Reactions Activity Prep:

**"BORAX, WHILE SAFE WHEN DILUTED, CAN BE A MILD SKIN IRRITANT TO SOME PEOPLE, ESPECIALLY THOSE WITH SENSITIVE SKIN.
TO BE SAFE, HAVE YOUR STUDENTS WEAR GLOVES."**

To make the baking-soda solution, mix 1 cup water and 1 teaspoon baking soda.

To make the glue mixture, mix equal amounts of glue and water in a mixing bowl. This glue mixture will be enough for both parts of the activity.

To make the borax solution, in the other mixing bowl, mix 2 teaspoons borax powder with 1 cup warm water. It is okay if all of the borax powder doesn't dissolve. This borax mixture will be enough for both parts of the activity.

If you are splitting the lesson between two days, just keep the mixtures covered so they don't dry out.

Prepare the Straws

Students use straws as pipettes for transferring liquid from a Dixie cup. Regular length straws cause Dixie cups to tip over and spill. To prevent this from happening:

- cut each straw in half.
- lay the straws side by side with their ends squared up.
- eyeball ½ inch away from the cut edge and lay a ruler down at this point.
- draw a line using a permanent marker across the straws, as shown below.

Wax Paper

You will need a piece of wax paper about 12” long

Prepare the Testing Supply Cups for Part 1

- Count out 6 cups.
- Use a permanent marker to mark cups for each group.
  - W for Water
  - S for Baking Soda solution
  - B for Borax solution
  - G for Glue/water mixture
  - V for Vinegar (If you use paper cups, be aware that vinegar will leak through some brands after an hour and a half. Plan accordingly.)
  - M for Milk
- Put 1 tablespoon of the corresponding supply in each cup.

Prepare the Mystery Goo Cups for Part 2

Using the remaining Dixie cups, you’ll prepare a cup of glue mixture and a cup of Borax solution for each student. * Add 2 Tbsp of glue/water mixture in half of the Dixie cups. * Add 1 Tbsp of borax solution in each of the other half.

Note that for homeschool students, you can always make a larger batch of goo as long as you mix the glue/water mixture with the borax solution in a 2:1 ratio.

Separate Supplies for Easy Distribution

In Part 1, your students will first practice using a straw to put water onto their testing mat. They’ll need the following supplies for this:

- 1 sheet of Press’N’Seal
- a straw that is marked with a line:
- a Dixie cup of water
- paper towels

Then, students will combine and test different substances to see if they react. Students will need the following:

- glue (G)
- borax (B)
- baking soda (S)
- 5 dropper-straws (one for each cup)
- milk (M)
- vinegar (V)
- 10 toothpicks

In Part 2 of the activity, students will each create their own small bag of Goo. They will need the following supplies:

- a ziplock bag
- 1 Dixie cup with Glue mixture
- 1 Dixie cup of the Borax solution
MIX THESE TWO THINGS:

- Baking Soda
- Borax
- Glue
- Vinegar

**Milk**
Mix milk with everything

**Baking Soda**
Mix baking soda with everything but milk (you already mixed baking soda and milk!)

**Borax**
Mix borax with everything but milk and baking soda (you already mixed those!)

**Glue**
Mix glue with everything but milk, baking soda, and borax (you already mixed those!)
Takes notes on what happened in each box. Was there a reaction? If so, did it make goo?

- Baking Soda
- Borax
- Glue
- Vinegar

- Milk
- Baking Soda
- Borax
- Glue
- Vinegar

Name: ____________________
Name: ____________________

Mystery Science
Chemical Magic | Mystery 4