<table>
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<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<tr>
<td><strong>ELA</strong></td>
<td><strong>Read Lewis and Clark: American Explorers.</strong></td>
<td><strong>Read Lewis and Clark: American Explorers.</strong></td>
<td><strong>Read Lewis and Clark: American Explorers.</strong></td>
<td><strong>Describe how Lewis and Clarks’ actions contribute to the story’s events.</strong></td>
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<td><strong>Answer the following guiding questions:</strong></td>
<td><strong>Write a summary using specific details describing the characters Lewis and Clark.</strong></td>
<td><strong>Answer the text-dependent questions 1-4 on page 3.</strong></td>
<td><strong>Answer the text-dependent question 5 on page 4.</strong></td>
<td><strong>Answer the discussion questions 3-5 on page 5.</strong></td>
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<tr>
<td>1. <strong>Why did Lewis and Clark go on their journey?</strong></td>
<td><strong>Compare and Contrast.</strong></td>
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<td>a) to have great adventures out West</td>
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<td>b) to map out the Mississippi River</td>
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<td>c) to discover and record a new part of America</td>
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<td>d) to find the easiest way to the Pacific Ocean</td>
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<td>2. <strong>How would you describe the beginning of Lewis and Clark’s trip?</strong></td>
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<td>a) They traveled and charted the river very quickly.</td>
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<td>b) They traveled through the warm summer and harsh winter.</td>
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</table>
c) They traveled slowly in good weather along the unknown river.
d) They quickly ran out of food because they traveled too slowly.

3) Why did Lewis and Clark need Native Americans’ help?

a) because Native Americans knew how to live off the land there
b) because Lewis and Clark could not speak local languages
c) because Native Americans had better boats
d) because winter came earlier than expected on the trip

4) What did Lewis and Clark contribute to America?

a) They mapped out a wild area so future people could live there.
b) They proved that Native Americans and Western settlers could get along.
c) They discovered that the Missouri River did travel all the way to the ocean.
d) They created roads
Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Math</th>
<th>Identify the following fractions.</th>
<th>Compare the following fractions using &lt;,&gt; or =</th>
<th>Compare the following fractions using &lt;,&gt; or =</th>
<th>Order the following fractions from least to greatest. Write it on the line below.</th>
<th>Order the following fractions from greatest to least. Write it on the line below.</th>
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for settlers to take to move out West.
### Science

**High and Low Sounds:**
You learned from last week that all sounds are just vibrations. Think and write: What do you think makes one sound lower and another higher? Do you think the vibrations are fast or slow? Here is a picture of a high sound and low sound:

![Sound Wave Diagram](Image)

Write your best answer: How would you describe the differences between the high-pitched and the low-pitched sound wave? Which would you describe as "squished together"? “Spread out”?

**Anatomy of a Sound Wave (part 1):**
Compare a sound wave to the waves on a beach. Each wave goes from crest to crest (from one high point to the next high point.)

**Experiment with Pitch**
Pitch refers to how high or low a sound is. Use the following objects to demonstrate pitch:
- Make a high and low pitched sound with your voice. With your hand over your vocal cords, note the difference in the vibrations.
- Using a musical instrument (if you have one), make a high and low pitched note. Stringed instruments are particularly good for this.
- Take a rubber band, or metal wire, and stretch it. The tighter you stretch it, the higher the pitch.
- Using two or more glass drinking cups that are the same, fill each with a different amount of water. Put them in order of highest to lowest pitch.

**Learn more about Pitch**
Pitch is the frequency of sound waves per second. The faster the sound waves move, the higher the pitch.
- Experiment again with the objects above and other sound producing objects. We measure frequency in hertz.

*Memory aid: The high pitch notes of that opera singer "hertz" my ears.*

**Anatomy of a Sound Wave (part 2):**

**Experiment with Intensity:**
- Using the same objects you used to explore pitch, now explore the characteristics of intensity.
- If you bang the glass harder (but don't break it!), you get a louder sound. If you clap your hands louder, you get a louder sound. You can make a high pitched sound that is loud or soft. You can make a low pitched sound that is loud or soft.

**Learn More About Intensity**
- Intensity is the amplitude of sound. Amplitude is another way of saying the crest of the wave is tall or short.
- We measure frequency in decibels.

**Name that Wave**
With the students' back turned, or positioned in an adjoining room, make different sounds using a variety of objects. The student identifies the sound as high or low pitch, and high or low intensity.

**Tuning Fork**
This experiment works best with a tuning fork. But if one is not available, a metal kitchen fork may accomplish the same goal.
- The tuning fork can demonstrate that sound travels through different media. Usually we hear it travel through air. Demonstrate this by striking the fork, and placing it close to the opening of the ear to hear the sound of the fork's vibrations.
- If you strike the fork again, and put it against your forehead, you will hear the sound waves as they are transmitted through bone.

**Be the Vibration:**
Look at the picture of the high and low sounds from Day 1. If you draw a line connecting two upper- or bottom-most peaks, the length of the line is what scientists call the "wavelength" of a sound. Look at the four images below:

Write your answers: Which of these is the highest pitch? Explain how you know. Which of these is the lowest pitch? Explain how you know.

**“Be the Vibration” Activity:**
Need: long clothesline or string
Using the handout, follow the directions and answer the questions.

**Wave Patterns**
This may help students visualize sound waves slightly differently. Using a thick rubber band, stretch clear kitchen wrap across a coffee can or metal mixing bowl. Evenly sprinkle sugar granules across the top.
- Hold a pencil with its eraser down vertically over the can. Let it drop a few inches so the eraser bounces gently on the wrap. Notice the pattern the granules make.

### Social Studies

**Manifest Destiny Vocabulary**

- American Progress Painting (attached)
- 1816 John Melish Map (attached)

**Manifest Destiny**

- In the text, “Manifest Destiny and the Writing of John O'Sullivan (attached)
**Manifest Destiny:** write to take something over

**Symbolized:** an object or thing stands in place of something else.

*Ex: a swoosh symbol stands for Nike*

**Louisiana Purchase:** 1803 deal where France sold Louisiana territory to the United States

**Mexican American Ward/Invasion of Mexico:** 2-year war about the borders between Texas and Mexico

**Annexation:** a territory is merged with another

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**Vocabulary**

- **Enfranchisement:** the right to vote
- **Tyranny:** cruel and oppressive government
- **Endure:** suffer
- **Thwarting:** opposing
- **Hampering:** slowing down
- **Allotted:** given
- **Providence:** God

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What do you see in the painting?</td>
<td>1. Why did Melish decide to draw the US map like this?</td>
</tr>
<tr>
<td>2. The floating white woman in the painting is heading West?</td>
<td>2. How does this relate to Manifest Destiny?</td>
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<tr>
<td>3. What do you think she represents?</td>
<td>3. What does the map say about the power of maps?</td>
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<tr>
<td>4. Do you think Melish would have said his map was inaccurate? Why?</td>
<td>4. Do you think Melish would have said his map was inaccurate? Why?</td>
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**Look at the painting and answer the questions below:**

**Use the map to answer the questions:**

**of John O’Sullivan (attached)**

You will find the words below. Write the definition above the word.

*words are underlined*

1. What does John O’Sullivan think America stands for?
2. What is America’s mission?
3. Why did Americans think they were so special?
Lewis and Clark: American Explorers
By Barbara Radner
2005

The Lewis and Clark Expedition, also known as the Corps of Discovery Expedition, was the first effort by Americans to explore what is now the western United States. President Thomas Jefferson had just completed the Louisiana Purchase in 1803, in which the United States bought a great deal of land from the French. He wanted American travelers to map and characterize the newly acquired territory and establish an American presence there. As you read, identify the difficulties that Lewis and Clark faced on their journey, and how they overcame them.

More than 200 years ago, in 1804, two explorers made an important journey. They were named Meriwether Lewis and William Clark. Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to trace where a great river went. The river they were mapping is a very big one called the Missouri River. They wanted to find out where it went. They hoped it would take them to the ocean.

They took many people with them to help with the exploration. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the territory would be like. The explorers had three boats to carry them and their supplies. It was summer when they started on this long trip.

They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their destination. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter.

Native Americans helped them along the way. They helped them get food, and they showed them where places were. The explorers had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.

1. Lewis and Clark were friends and officers in the army. The two men were accompanied by a group of U.S. Army volunteers.
2. The Missouri River is the longest river in North America. It runs through Montana, North Dakota, South Dakota, Nebraska, Iowa, Kansas, and Missouri.
A Native American woman named Sacajawea helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean.

As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk.

It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the explorers came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great journey again. They had done their job.

Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult journey it was.


3. Sacajawea (1788-1812) was a Native American woman from the Lemhi Shoshone tribe who helped the Lewis and Clark expedition by guiding the men through unfamiliar territory, helping them communicate with other native populations, and explaining the environments they traveled through.
Text-Dependent Questions

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

1. PART A: Which of the following best identifies the central idea of this article?
   A. Lewis and Clark set out on their journey with hopes of becoming famous.
   B. Lewis and Clark made an important trip west to help create one of the earliest maps of the United States.
   C. The only goal of Lewis and Clark’s journey was to discover the location of the Missouri River and where the river ended.
   D. Before they began their journey, Lewis and Clark used maps of the western United States to decide the best route to take.

2. PART B: Which phrase from the text best supports the answer to Part A?
   A. “They wanted to find out where it went. They hoped it would take them to the ocean.” (Paragraph 1)
   B. “They traveled slowly, each day traveling a short distance because they had to row their boats on the river.” (Paragraph 3)
   C. “The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.” (Paragraph 4)
   D. “It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people.” (Paragraph 7)

3. How does the following phrase contribute to the development of a main idea in the passage: “200 years ago there were no maps of that part of the United States” (Paragraph 1)?
   A. It shows that Lewis and Clark’s journey would not have been possible without maps.
   B. It shows that nobody in the entire country knew where the Missouri River ended.
   C. It shows that Lewis and Clark were the first people to live in western America.
   D. It shows that Lewis and Clark were on a journey to create maps of an unknown area.

4. What is the author’s main purpose in writing the article?
   A. to show readers that Native Americans were not very involved in making Lewis and Clark’s journey successful
   B. to teach readers the importance of Lewis and Clark’s difficult journey
   C. to show readers that very little has changed in America over time
   D. to help readers think about how America would be different if Lewis and Clark had not completed their journey
5. How does the author describe the relationship between the American explorers and the Native Americans they met? Cite evidence from the text in your response.
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. Would you have participated in this expedition if you had been alive in the 1800s? Do you think the thrill of discovery would have outweighed the dangers and risks associated with the trip?

2. Do you think that Lewis and Clark were heroes? Why do you think America regarded them as heroes when they returned and still regards them as heroes today?

3. How do you think an expedition to explore another country or another part of the United States would be different if it were made today? What sort of advances in technology would make it easier?

4. A primary purpose of the journey was for the explorers to make detailed maps of the American West to bring back to the government. Why do you think this was so important?

5. The author emphasizes how differences between America today and the America of the 19th century made Lewis and Clark's journey difficult. In the context of this article, how has America changed over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Be the Vibration!

Step 1  Make sure you have all your supplies. Your experiment set-up should look like this:

Tie the rope at one end, or have someone hold it still.

Be sure you’re on a smooth, hard floor.

Step 2  Make a vibration by jerking your hand to the side and back. Try to make a wave that travels to the end of the rope.

Experiment with how tight you pull the rope and how far you move your hand.
Step 3  Challenge! Make waves that look like this oscilloscope picture of a high-pitched sound:

How do you have to vibrate your hand to make waves that are squished together like this?

Step 4  Challenge! Make waves that look like this oscilloscope picture of a low-pitched sound:

How do you have to vibrate your hand to make waves that are spread out like this?
Now Hear This!

Each year, a few serious scientists are awarded Nobel Prizes. And each year, some other scientists get much sillier awards: the Ig Nobel Prizes. The Ig Nobels award scientists whose research first makes people laugh—and then makes them think. Back in 2006, Howard Stapleton won the Ig Nobel Peace Prize. What did he do to win? He invented a machine to repel kids!

Adults use sound to repel kids, but some teens find a way to bite back

He calls his invention the Mosquito. It makes an irritating, high-pitched noise. Kids can hear the annoying sound, but adults cannot. Stapleton hoped store owners could use the device to keep unwelcome kids from hanging around their shops.

When something—such as a barking dog, a ringing phone, or the Mosquito—makes a noise, it creates tiny vibrations. Those vibrations make the air around the object move. The vibration travels through the air as a sound wave.

Low-pitched sounds like a foghorn's have a low frequency. That means the noise travels in few waves per second. High-frequency noises travel in many waves per second. Those noises sound high-pitched—like the shrill Mosquito.

The reason that older people can't hear the high-pitched Mosquito is because they have older ears. As a person ages, special cells inside the ear called hair cells start to die. As a person's hair cells die, it becomes harder to hear high-frequency sounds.

Frequency is measured in units called Hertz (Hz). The Mosquito tone measures up at 17,000 Hz. Hardly anyone older than 30 is able to hear frequencies that high, but kids can!

Howard Stapleton's invention may have won him a prize, but some smart kids have found a way to turn the tables on adults. Many kids are now using a similar high-pitched buzz as a cell phone ring tone, known as the "Mosquito tone" or "Teen Buzz." If the phone rings when it shouldn't—like in the middle of science class—only kids can hear it. Teachers and parents are deaf to the Mosquito tone.

Now you know the secret of the Mosquito tone. But beware: that's the kind of fact you just might miss if you're talking on the phone during science class!
Tuesday 4/21/2020

American Progress Painting
“To present a picture of it was desirable in every point of view. The map so constructed, shows at a glance the whole extent of the United States territory from sea to sea; and in tracing the probable expansion of the human race from east to west, the mind finds an agreeable resting place on its western limits. The view is complete, and leaves nothing to be wished for. It also adds to the beauty and symmetry [balance] of the map; which will, it is confidently believed, be found one of the most useful and ornamental [decorative] works ever executed [created] in this country.”

–John Melish, 1816

*Our national birth (and the Declaration of Independence) was the beginning of a new history, which separates us from the past and connects us only with the future.*

We are the nation of progress, of individual freedom, of universal *enfranchisement*. Our future history will be to establish on earth the moral dignity and salvation of man -- the undeniable truth and goodness of God. America has been chosen for this mission among all the nations of the world, which are shut out from the life-giving light of truth. Her high example shall put an end to the *tyranny* of kings, and carry the happy news of peace and good will to millions who now *endure* an existence hardly better than that of beasts of the field. Who, then, can doubt that our country is destined to be the great nation of the future?


*It is time now for all opposition to annexation of Texas to stop. . . Texas is now ours. She is no longer to us a mere geographical space. She is no longer to us a mere country on the map.*

*The time has come for everyone to stop treating Texas as an alien, and to stop thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.*