### Christina School District Assignment Board

**Grade Level: Grade 5**

**Week of April 20th, 2020**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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</table>
| **ELA** | **Reading:** Read *Dr. Martin Luther King Jr., Changing America*  
Answer the following guiding questions:  
1. What made Dr. Martin Luther King, Jr. a unique leader in the Civil Rights Movement?  
   a) He worked for change through non-violent, peaceful protests.  
   b) He called for equal rights among all people.  
   c) He was the first Civil Rights leader to win a Nobel Peace Prize.  
   d) He was very afraid to march with other protesters.  
2. Which of the following would NOT be considered a boycott?  
   a) Refusing to buy a bus ticket | **Reading:** Read *Lewis and Clark: Dr. Martin Luther King Jr., Changing America* again to increase fluency.  
Write a summary using specific details describing the Dr. Martin Luther King Jr. | **Reading:** Read *Dr. Martin Luther King Jr., Changing America*. again to increase fluency.  
Answer the text-dependent questions 1-5 on pages 3 & 4. | **Reading:** Read *Dr. Martin Luther King Jr., Changing America*. again to increase fluency.  
Answer the discussion questions 1-3 on page 5. | **Compare and Contrast**  
Write a summary about Dr. Martin Luther King Jr. comparing him to another leader of your choice. Identify ways both leaders are the same and how they differ. |
<table>
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<tr>
<th>Math</th>
<th>Solve the following expressions on a separate piece of paper and match the letters (A-E) to the correct answer.</th>
<th>Solve the following division problems.</th>
<th>Solve the following expressions.</th>
<th>Identify the missing dividend.</th>
<th>Solve the following word problem and create your own.</th>
</tr>
</thead>
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|      | A.  \((12+5) \times 3\)  
B.  \((12 \times 5) \div (4+6)\)                                                                                   | 36 \div 6=                             | 7\times 4 + (13-5)=             | 96 \div \_ = 48                | Mark hit the pinata and broke it open, spilling the candy onto the ground. There are 192 pieces of candy that need to be split evenly among the six kids at the party. How |
|      |                                                                                                                | 90 \div 10=                           | (10-3) + (9\times 2)=          | \_ \div 8 = 8                   |                                                   |
### Christina School District Assignment Board

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<tr>
<td>C.</td>
<td>((12+3) \times 5)</td>
<td>(250 \div 25) =</td>
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<tr>
<td>D.</td>
<td>((5 \times 3) + 12 + 2)</td>
<td>(133 \div 19) =</td>
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<tr>
<td>E.</td>
<td>(20 \div (5 \times 2))</td>
<td>(9 + 5 - 16 \div 4) =</td>
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**Science**

**Acid Testing (part 1):**
Think and write: What sorts of things does the word “acid” make you think of? Which are acids? *See Acid Test Prep sheet for supplies/prep.* NOTE: Will need to recreate “Acid Test Materials” for Day 2. Cover work area with plastic or tablecloth and have paper towels handy for clean up. Set up supplies on protected work space. ½ straws go in liquids as droppers, spoons or stir sticks in powders. Put wax paper or cling wrap over “Mixing Sheet” to perform mixes. Put a drop of water in 1st box, add baking soda, observe and write what happens on results sheet. Repeat with all tests. When all tests done, answer 1-3.

**Acid Testing (part 2):**
Refer to Acid Test Prep sheet for supplies/prep for Day 2: Cover work area with plastic or tablecloth and have paper towels handy for clean up. Set up supplies on protected work space. ½ straws go in liquids as droppers, spoons or stir sticks in powders. Put wax paper or cling wrap over “Mixing Sheet” to perform mixes. Put a drop of substance A on Test Substance #1. Try test, stir with toothpick if needed. Answer #4 on Results sheet. Test another substance and write results. You may continue with other non-toxic substances on a blank paper if you would like to extend the activity.

**Acid Testing Reflection:**
Based on your investigations on Days 1-2, write your best answers to the following:
- a) What does it mean that an acid is “reactive”? Explain and give examples of reactions.
- b) Why are some acids used in food? (Hint: What do you think the acid does for the taste?)
- c) Are all acids dangerous? Give examples to show what you mean?

**Chemical Weathering of Rocks:**
Read article: Write your best answers to the following:
- a) What is a meaning of the word reaction? Use evidence from the text to support your answer.
- b) Write a paragraph summary of the article, highlighting at least 3 important points. Include how you think this article is related to your Days 1-3 investigations.

**Inside and Outside Carlsbad Caverns:**
Read article: Write your best answers to the following:
- a) According to the passage, what currently lives in the caves at Carlsbad Cavern Nationa Park?
- b) What does the author describe at the beginning of the passage?
- c) Limestone deposits can help researchers learn about what the area was like thousands of years ago. What evidence from the passage best supports this conclusion?
- d) Explain how the limestone caves at Carlsbad Cavern were formed.
- e) Explain how researchers may learn about the history of the caves at Carlsbad Cavern. Support your answer using information from the passage.

**many pieces of candy will each kid receive? Show your work.**
When you are finished, create your own division word problem for someone in your home to complete.
### Social Studies

**Manifest Destiny**

**Vocabulary**

- **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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**Manifest Destiny**

- American Progress Painting (attached)

  Look at the painting and answer the questions below:

  1. What do you see in the painting?
  2. The floating white woman in the painting is heading West?
  3. What do you think she represents?

**1816 John Melish Map (attached)**

Use the map to answer the questions:

  1. Why did Melish decide to draw the US map like this?
  2. How does this relate to Manifest Destiny?
  3. What does the map say about the power of maps?
  4. Do you think Melish would have said his map was inaccurate? Why?

**Manifest Destiny**

- In the text, “Manifest Destiny and the Writing of John O’Sullivan (attached)

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

  *words are underlined*

  **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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**Manifest Destiny**

- Read “Manifest Destiny and the Writing of John O’Sullivan (attached)

  Answer the questions below:

  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?
| Draw a picture to help you remember the word |   |   |   |
Dr. Martin Luther King Jr., Changing America
By Barbara Radner
2005

Dr. Martin Luther King, Jr. (1929-1968) was a Baptist minister and a leader of the African American Civil Rights Movement. This article shares key details about Dr. King’s life and accomplishments, including his belief in equality and non-violence. As you read, take notes on the problems that African-Americans faced during the 1950s and 60s, and the strategies that Dr. King used to create social change.

Dr. Martin Luther King, Jr., was a great leader. He inspired many people. He brought about changes that are important to everyone in the United States. In fact, he is known around the world. He was the youngest person to win the Nobel Peace Prize. That is a prize given to a person who is important to the world. It is a peace prize. He wanted people to change things peacefully. He thought that violence only led to more problems.

Dr. King used a way of changing things called non-violent protest. He saw that people were not treated fairly. He protested for civil rights. When he led marches, people were angry. But he was determined. Even though people shouted at him, he kept marching.

People who had been afraid to protest before were encouraged. They joined him. He was able to give them confidence. Together they would overcome. Soon thousands of people were with him. He was changing America.

He organized boycotts. A boycott means that people do not buy something or shop at a store or use a service. The boycott he led was the Montgomery Bus Boycott. Before that boycott in 1955, African Americans could not ride in the front of buses. They had to sit or stand in the back even if there were seats in the front. Only whites could have those front seats. It took months, but they won. They got the right to sit anywhere in the bus.

Dr. King influenced many people. He reached them with his books and speeches. He gave a very inspiring speech in Washington, D.C. People call it his “I Have a Dream” speech. In it he told about what he had seen, the changes that had happened, and what would happen in the future.

Today the United States celebrates his life with a special holiday every year. On that day, people remember what he accomplished. They think about how he has made a difference to everyone in America.
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 a central idea of this text? [RI.2]
   A. Americans celebrate Dr. King because he led people to create equality.
   B. Dr. King is important because he won many awards.
   C. All social change is made through non-violent protests like boycotts.
   D. In his “I Have a Dream Speech” Dr. King predicted the future.

2. PART B: Which phrase from the text best supports the answer to Part A? [RI.1]
   A. “He was the youngest person to win the Nobel Peace Prize.” (Paragraph 1)
   B. “He thought that violence only led to more problems.” (Paragraph 1)
   C. “They got the right to sit anywhere in the bus.” (Paragraph 4)
   D. “In it he told about what he had seen, the changes that had happened, and what would happen in the future.” (Paragraph 5)

3. Which of the following statements best summarizes the way Dr. King created change? [RI.3]
   A. Dr. King created change through his strong leadership, moving speeches, and his support of continued non-violent protest, such as boycotts and marching.
   B. Dr. King created change mainly by writing to important politicians and appealing directly to lawmakers about the state of inequality in America.
   C. Dr. King created change through his strong leadership and his call for protest, organizing marches that would spin out of control into riots.
   D. Dr. King created change through protests such as the Montgomery Bus Boycott, in which protesters took over the buses so white people could not use them.

4. Which of the following best describes how Dr. Martin Luther King Jr.’s legacy is remembered in America today? [RI.2]
   A. Dr. Martin Luther King Jr. is remembered namely as the youngest person to win a Nobel Peace Prize.
   B. Dr. Martin Luther King Jr. is remembered through a national holiday and little else in terms of celebration.
   C. Dr. Martin Luther King Jr. legacy serves as an inspiration for change, though only in the African American community.
   D. Dr. Martin Luther King Jr. has become a figure of peace and equality, not just in America but all over the world.
5. “When he led marches, people were angry... Even though people shouted at him, he kept marching.” What does this quote from paragraph 2 reveal about Dr. King’s character or point of view, especially as a leader?
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. Why is it important that Dr. King used non-violent protests to create social change? Are there other ways people create social change? Which ones do students think are the best, and why?

2. Dr. King protested inequality and injustice against African American people in American society, making him a hero for “everyone in America.” Why is fairness and equality important to everyone, not just the people who were treated unfairly?

3. Dr. King responded to inequality and injustice against African American people and helped win more equal rights. How has America changed since Dr. King’s activism? Are there people in America who aren’t treated equally today?
ACID TEST PREP SHEET:

Prepare the Purple Indicator Liquid (Need: purple cabbage OR black beans):
If you’re using purple cabbage, put 2 cups of chopped cabbage in 1½ cups of water. Leave it for at least an hour, stirring occasionally. The cabbage will turn the water purple. Drain the chopped cabbage and reserve the purplish-pink liquid. If you’re using black beans, put 1 cup of beans into 2 cups of water and leave them for at least an hour. The beans will soak up some water and turn the rest purplish brown. Drain the beans and reserve the purplish-brown liquid.

Prepare the Straws:
Cut each straw in half to make two short straws. Students will use these to transfer drops of liquid. (Full-length straws are likely to tip over cups.) To use straws as droppers: Dip the straw into a liquid, then press a finger over the end. Move to a practice square (on mixing sheet) and lift finger off. Practice until able to put only a drop on square.

Prepare the Testing & Acid Reaction Supplies:
Gather all of your Dixie cups and separate them into seven equal piles. You will fill the cups in each of these piles with a different liquid or powder.

- DAYS 1 & 2: Water Cup: Add 2 tablespoons of water.
- DAYS 1 & 2: Vinegar Cup: Use a permanent marker to label each of these cups with a “V” so students can quickly tell these apart from the water. Add 2 tablespoons of vinegar.
- DAYS 1 & 2: Baking Soda Cup: Add 2 tablespoons of baking soda. (You may want to tell students that baking soda is different from baking powder.)
- DAYS 1 & 2: Baking Powder Cup: Use a permanent marker to label each of these cups with a “BP” so students can quickly tell these apart from the baking soda. Add 1 tablespoon of baking powder.
- DAYS 1 & 2: Purple Indicator Cup: Add 1 tablespoon of the purple indicator liquid that you prepared.
- DAY 2: Kitchen Substance “A” Cup: Add 1 tablespoon of a non-toxic household substance. We suggest using an acid such as lemonade, ketchup, mustard, pickle juice, or yogurt (there are many acids in the kitchen).
- DAY 2: Kitchen Substance “B” Cups: Add 1 tablespoon of a different non-toxic household substance. We suggest a non-acid such as salt water. (You can mix 1 tablespoon of salt into a cup of water.)

Separate Supplies for Easy Identification

### Station A: Acid Reaction Supplies
- Water Cup
- Vinegar Cup
- 2 straw “droppers”

### Station B: Testing Supplies
- Baking Soda Cup
- Baking Powder Cup
- Purple Indicator Cup
- 2 Stir Sticks (or spoon)
- Straw

### Station C: Worksheets & Clean-up Supplies
- “Mixing Sheet” printouts
- “Results” printouts
- Wax paper or cling wrap to put over “Mixing Sheet”
- Paper Towels

### Station D: Household substances (DAY 2 ONLY)
- Substance “A” Cup
- Substance “B” Cup
- Straws (1 or 2 per group, depending on substance type)
- Stir Sticks or spoons (1 or 2 per group, depending on substance type)
- Toothpicks

Background

The purple liquid that you prepare from the cabbage (or black beans) is called an indicator. There’s a pigment in purple cabbage and black beans that changes color when it reacts with an acid or base. You and your students should notice that the color of the liquid changes to a reddish/pink when you add it to any of the acids (e.g. vinegar). You can then use this information to test unknown liquids. If the liquid turns pink, then it’s an acid. You can learn more about indicators [here](#).

You will also notice that when baking soda is mixed with vinegar, there is fizzing that indicates an acid-base reaction. But baking soda does not fizz when mixed with water, making it a good acid indicator. Baking powder will also fizz with vinegar. But you will notice that baking powder will also slightly fizz when water is added. This is because baking powder is actually a mixture of baking soda (base) and cream of tartar (acid). This is why it reacts with both water and vinegar. So baking powder is not a good indicator because it fizzes when any liquid is added.
Mixing Sheet

MIX THESE TWO THINGS:

- WATER (not acid)
- VINEGAR (acid)

Practice

BAKING SODA

Practice

PURPLE LIQUID

Practice

BAKING POWDER

Test Substance #1:

Test Substance #2:
Results

Describe what happened:

**WATER** (not acid)  **VINEGAR** (acid)

1. Would you use baking soda to test whether or not a substance is an acid? **YES / NO**
   Why or why not? ____________________________
   __________________________________________
   __________________________________________

2. Would you use purple liquid to test whether or not a substance is an acid? **YES / NO**
   Why or why not? ____________________________
   __________________________________________
   __________________________________________

3. Would you use baking powder to test whether or not a substance is an acid? **YES / NO**
   Why or why not? ____________________________
   __________________________________________
   __________________________________________

Which are acids?

**Test Substance #1:**
4. I tested __________________ using __________________
   What happened?
   Do you think it’s an acid? **YES / NO**

**Test Substance #2:**
5. I tested __________________ using __________________
   What happened?
   Do you think it’s an acid? **YES / NO**
The process of weathering breaks rock into smaller pieces. Some of these tiny pieces combine with once-living material to form topsoil. Other small pieces of rock collect as sediments. One basic type of weathering is chemical weathering.

Chemical weathering breaks down rocks by changing the minerals they contain. Rain is a powerful chemical weathering force. As rain falls, it mixes with the gas carbon dioxide in the air. The result is acid rain. Acid rain is strong enough to dissolve some minerals in rocks. Once dissolved, the minerals easily wash away, weakening the rock. Acid rain very slowly carves some rocks into different shapes. It gradually erases the lettering on old gravestones, and blurs the faces of stone statues. It eats away at the outside of ancient and even modern buildings. Where rain seeps into the ground, carbonic acid causes weathering of buried rocks as well. Over long periods of time, this often unobserved weathering creates caves deep underground.

Another gas in the air—oxygen—causes chemical weathering in rocks. With a little help from water, oxygen reacts with iron-containing minerals. The reaction changes the minerals, making the rocks brittle and crumbly, and turning them a rusty red color.

Some plants release rock-weathering substances. Take a peek under a patch of moss growing on a rock and you’ll see little pits in the rock’s surface. Acid from the moss plant caused the damage.

As a result of all weathering, rocks are broken down into smaller pieces and ultimately into sediments.

*Photograph: Towering rock formations created by chemical weathering rise straight up out of the ground near Kunming, the capital of China’s Yunnan Province. Some formations are as tall as a 10-story building. The Chinese call this place Shilin, or the Stone Forest.*
INSIDE AND OUTSIDE CARLSBAD CAVERNS:

Imagine watching hundreds of thousands of bats swirl around you, swarming to form a large, black mass that flies off into the horizon. At Carlsbad Caverns in New Mexico, this scene is a regular occurrence. The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The spectacle draws crowds from around the world into the Chihuahuan Desert, where the park is located. One such visitor was Laurel Mathews, who once visited the caves with her family on a road trip.

“At the entrance to one of the caves, there’s stadium seating for visitors to watch the bats,” she remembers. “We waited a long time to see them. Finally, they started circling out of the cave and they flew off—out came more and more and more, all of them flying in loops and then out into the sky. It was amazing that there were so many!”

Laurel also remembers the sound the bats made, describing the high, screeching noise. “It was really creepy, but also really cool,” she says.

Laurel recalls her family’s arrival at the Carlsbad Caverns National Park. “It didn’t look very spectacular when we first drove in,” she admits. “But then we started exploring the big network of underground caves.”

The formation of the caves is a result of a fossilized reef that existed 250 to 280 million years ago in an inland sea that has long since disappeared. Since limestone is typically made up of fragments of coral, a large limestone deposit eventually formed in the area. Today, you can still find several fossilized plants and animals in the caves’ limestone that date back to a time before dinosaurs walked the earth. Starting sometime between four and six million years ago, water from the earth’s surface began moving through the cracks in the stone deposit. There is a type of acid in surface water. When this water combined with rainwater, the two mixed to form another type of acid as a result of their chemical compositions. This acid slowly dissolved the limestone to eventually form the winding caves that exist today in Carlsbad Caverns. This is a very common process that happens to limestone—many caves all around the world exist in limestone deposits due to the stone’s solubility (the ability of a substance to be dissolved) in a mixture of water and acid.

Eventually, speleothems—formations that arise from mineral deposits in caves—began to take shape in the lower levels of the caverns. In fact, these speleothems existed during the last ice age, when instead of a desert, a pine forest sat above the caves. Over the years, park employees and rangers have found clues that hint at the caves’ history. For example, according to the National Park Service, people have found some bones of ancient ice age animals scattered around the entrance to some of the caves. In 2003, an employee found a part of a stone scraper dating back to the last ice age near a cave entrance as well. Clearly, the caves have a long history—researchers have discovered that American Indians first inhabited the area sometime between 12,000 and 14,000 years ago. Ever since then, the caves have been explored by several groups, including Spanish explorers in the 1500s, and later by American explorers and guides who drew attention from all across the country to the natural phenomenon.

Laurel remembers this phenomenon very well. “It took us between one and two hours to get all the way to the bottom,” she says, recounting the windy pathway leading deeper and deeper into the heart of the caves. “The park had put in blue and red lights to highlight the beautiful rock formations.”

Once they reached the bottom, Laurel says that she had to take an elevator to get back to the top. “My ears popped so much in the elevator!” she remembers. “It took a really long time to reach the top; I didn’t realize how far down we were until we were on our way back up.”
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.