

Christina School District Assignment Board

Grade Level: 5th

Week 3: of April 20, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>A Kid in a Candy Store</i> . Why do you think the author wrote this text? Write to tell why and use evidence from the text.	Read <i>A Kid in a Candy Store</i> again to increase fluency. Answer questions 1-5.	Read <i>A Kid in a Candy Store</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	Commas are used to separate items in a series. Underline the sentences in <i>A Kid in a Candy Store</i> that have commas separating items in a series.
Math	Info on Flag Ratios <i>Please read and complete the ratio table attached.</i>	Abby's Arrays <i>Please complete the two pages attached titled Abby's Arrays.</i>	Design a Flag!! <i>Choose a hoist to fly ratio below. Your hoist will be 9 inches. Create a ratio table with your chosen ratio. What will your Fly be if your hoist is 9"? Then create a flag! Be creative!</i> Possible Ratios: 1:2 2:3 3:4 3:5	Boxes & Banners <i>Please complete the Boxes & Banners page.</i>	Unit 6 Review <i>Please complete the 2 pages for Unit 6 review.</i>
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"	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,	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	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	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 National Park?

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	<p>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. After practicing with droppers (see prep), 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.</p> <p>On Day 2, you're going to test some familiar substances from the kitchen to find out if they are acids. Write your answers: What will you use to test them? Why did you choose that?</p>	<p>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. Write your answers to the following: Which substances did you find out are acids? How do you know these substances are acids? What other substances do/did you want to test?</p>	<p>food? (Hint: What do you think the acid does for the taste?)</p> <p>c) Are all acids dangerous? Give examples to show what you mean?</p>	<p>important points. Include how you think this article is related to your Days 1-3 investigations.</p>	<p>b) What does the author describe at the beginning of the passage?</p> <p>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?</p> <p>d) Explain how the limestone caves at Carlsbad Cavern were formed.</p> <p>e) Explain how researchers may learn about the history of the caves at Carlsbad Cavern. Support your answer using information from the passage.</p>
Social Studies	<p>Complete Activity 1 from the document titled, "Andrew Jackson & Native American Removal"</p>	<p>Complete Activity 2 from the document titled, "Andrew Jackson & Native American Removal"</p>	<p>Complete Activity 3 from the document titled, "Andrew Jackson & Native American Removal"</p>	<p>Complete Activity 4 from the document titled, "Andrew Jackson & Native American Removal"</p>	<p>Complete Activity 5 from the document titled, "Andrew Jackson & Native American Removal"</p> <p>NOTE: Activity 6 will be on next week's CSD Assignment Board</p>

A Kid In A Candy Store

by W.M. Akers



It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard-a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and _"

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow-the world's finest motorcycle. A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

Tommy walked up and down Market Street looking for someplace to work. The pizzeria wasn't hiring. The coffee shop said he was too young. The comic book store said he didn't have enough experience.

"But how can I get experience," Tommy asked, "if nobody will give me a job?!" The comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

The only store with a "HELP WANTED" sign was the one he had been dreading most: Orson's Confectionaries. The candy store.

Whoever thinks that all kids love candy stores has never been to Orson's. It had been in the

town since the dawn of time, and hadn't been updated much since. A dark, winding dungeon of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.

Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go in or out, and he'd never heard anyone talk about buying something there. How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try. He pushed on the creaky old door, sucked in his breath, and plunged in.

"How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

"I, uh, uh...I-"

"You're looking for sweets?"

"No, well, uh-"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I-"

"A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the finest dark chocolate made in Germany. It has real hazelnuts inside!"

"That sounds good, but actually-"

"I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze. "I understand completely now."

"Understand what?"

"You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express-a sour candy of my own design."

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing. But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was about to turn itself inside out!

"Oh my goodness!" he gasped. "This is the best candy I ever tasted."

"Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the sensation. Now, you're looking for a job?"

"How did you know?"

"I could just tell. Desperate for a new toy, are you?"

"It's not a toy! It's...well, yes. That's right."

"The Sunburst was a test. I don't want anyone working here who doesn't love sour sweets."

"I love 'em more than anything!" Tommy remembered the skateboard. "Well, practically anything."

"Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your new toy very soon indeed."

Name: _____ Date: _____

1. What does Tommy think could change his life forever?

- A. a piece of chocolate
- B. a comic book store
- C. a skateboard
- D. a motorcycle

2. A problem in this story is that Tommy wants a skateboard but does not have the money to buy one. How does he try to solve this problem?

- A. He tries to solve this problem by dreaming about a trip to Mars.
- B. He tries to solve this problem by getting a job.
- C. He tries to solve this problem by staring through the window of the skate shop.
- D. He tries to solve this problem by going to the mall.

3. Tommy stares at the skateboard through the window of the skate shop for weeks. After his dad refuses to buy the skateboard for him, Tommy gets a job so that he can buy it himself.

What can be concluded from this information?

- A. Tommy is serious about getting the skateboard and will work hard to do it.
- B. Tommy is heartbroken and has given up all hope of getting the skateboard.
- C. If Tommy does not make enough money at his job to buy the skateboard, he will steal it.
- D. Tommy will lose interest in the skateboard a few weeks after starting his job.

4. What do Tommy and his dad have in common?

- A. Both Tommy and his dad think raspberry rope is the best candy in the world.
- B. As boys, both wanted a skateboard built for long rides on roads and down hills.
- C. As boys, both wanted a motorcycle known as a Vincent Black Shadow
- D. As boys, both wanted something that their fathers would not buy for them.

5. What is a theme of this story?

- A. friendship
- B. honesty
- C. determination
- D. giving up

6. Read the following sentences: "How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but **the skateboard demanded he try.**"

What does the phrase "**the skateboard demanded he try**" mean?

- A. Tommy wanted the skateboard so much that he decided to try.
- B. The skateboard spoke to Tommy in a dream and told him to try.
- C. Tommy has spent so much time thinking about the skateboard that he is starting to imagine things.
- D. The skateboard has a recorder and speaker that can play voice messages.

7. Choose the answer that best completes the sentence below.

Tommy wants a skateboard; _____, he wants a longboard.

- A. specifically
- B. on the other hand
- C. before
- D. therefore

8. What kind of candy does Mr. Orson give Tommy to try?

9. Tommy asks how Mr. Orson knew he was looking for a job. What is Mr. Orson's reply?

10. How could Mr. Orson tell that Tommy was looking for a job? Support your answer with evidence from the passage.

Word Study Warm Up (1-2 minutes)

Knowing the language an English word was borrowed from can help you figure out how to spell and pronounce the word.

ballet	echo	bouquet
courtesy	coupon	safari
portrait	barrette	petite

Fluency sentences (1-2 minutes)

1. He has studied ballet.
2. I heard an echo in the cave.
3. The bouquet included roses.
4. Saying “thank you” is a courtesy.
5. That coupon will save you \$1.00.
6. We saw zebras on our safari.
7. A portrait hangs on the wall.
8. A barrette held her hair in place.
9. A petite girl wears a small size.

Some Information about Flags

Flags use special words for width and length.

The *Hoist* is what is known as the flag's width.

The *Fly* is what is known as the flag's length.

Flag makers use the same ratio for the hoist and fly for every flag. The ratio for the American Flag is 10:19. That is the hoist is 10 inches (10") and the fly is 19 inches (19").

Please complete the following ratio table for the American Flag.

Hoist	10"	20"	100"	50"	1"	2"	5"	6'	36" (1 Yard)
Fly	19"	38"							

NAME _____

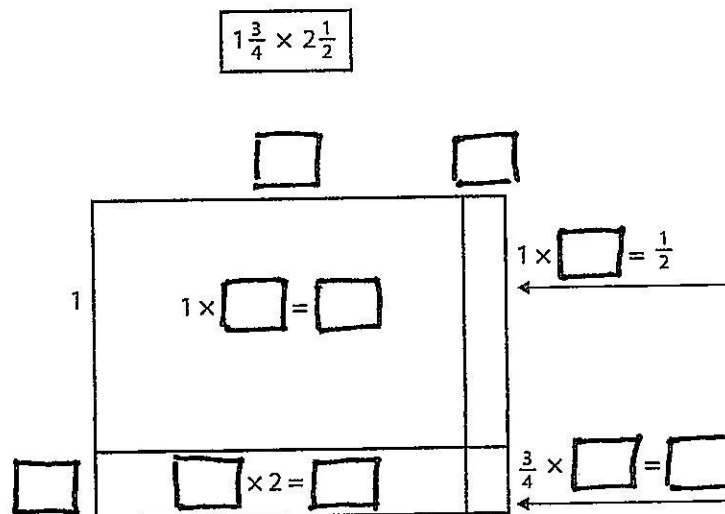
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Abby's Arrays page 1 of 2

1 Abby is setting up an array to solve $1\frac{3}{4} \times 2\frac{1}{2}$.

a Fill in the blanks on the array.



b Fill in the blanks: $1\frac{3}{4} \times 2\frac{1}{2} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

2 Abby needs to solve $2\frac{1}{2} \times 3\frac{2}{5}$.

a Sketch and label an array that shows $2\frac{1}{2} \times 3\frac{2}{5}$.

b Use your sketch to solve the problem:

$$2\frac{1}{2} \times 3\frac{2}{5} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

(continued on next page)

NAME _____

DATE _____

Abby's Arrays page 2 of 2

3 Use doubling and halving to fill in the blanks and solve the problems.

a $5\frac{1}{4} \times 12 = \underline{\hspace{1cm}} \times 6 = \underline{\hspace{1cm}}$

b $16 \times 3\frac{1}{2} = 8 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

c $36 \times \underline{\hspace{1cm}} = 18 \times 9 = \underline{\hspace{1cm}}$

d $15 \times 6\frac{2}{3} = \underline{\hspace{1cm}} \times 3\frac{1}{3} = \underline{\hspace{1cm}}$

4 Adam made a birthday card for his sister. The rectangular card was $6\frac{1}{2}$ inches by $9\frac{1}{3}$ inches. What is the area of the birthday card? Make a labeled sketch to model and solve this problem. Show all of your work.

5 Convert these fractions to decimals.

a $\frac{8}{10} = 0.\underline{\hspace{1cm}}$

b $\frac{3}{4} = 0.\underline{\hspace{1cm}}$

c $\frac{4}{5} = 0.\underline{\hspace{1cm}}$

d $\frac{6}{5} = \underline{\hspace{1cm}}.\underline{\hspace{1cm}}$

6 **CHALLENGE** Justin got a sack of jelly beans in 5 different colors. Half of them were red, $\frac{1}{6}$ were green, $\frac{1}{6}$ were yellow, $\frac{1}{12}$ were orange, and 6 were black. How many of each color did he get, and how many jelly beans were there in all? Show your work.

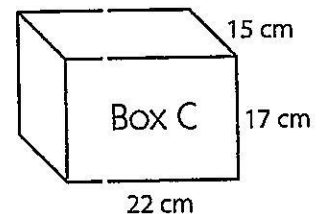
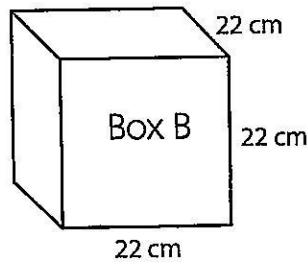
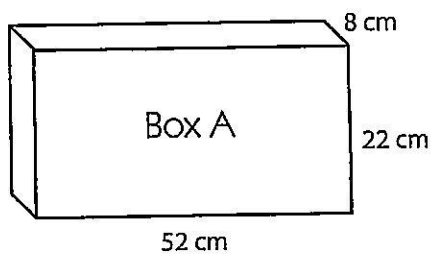
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Boxes & Banners

- 1 Ebony's cousin Jada is away at college this year. Ebony wants to send her a package with some candy in it. She has the three boxes shown below. Which box should she use if she wants to send Jada as much candy as possible?



- a What do you need to know about the boxes in order to answer the question above?
- b Solve the problem. Show all your work.

- 2 Ebony also made a banner for Jada to hang on the door of her dormitory room. The banner is $1\frac{1}{4}$ feet wide and $2\frac{1}{2}$ feet long.

- a Mark the bubble to show which flag-making ratio Ebony used.
- ☐ 2:3 ☐ 3:5 ☐ 1:2 ☐ 3:4
- b What is the area of the banner? Make a labeled sketch to model and solve this problem. Show all of your work.

NAME _____

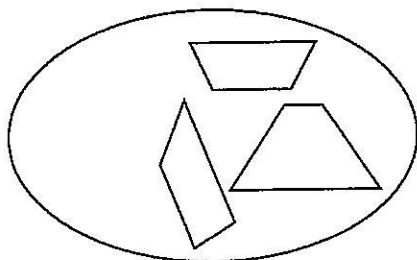
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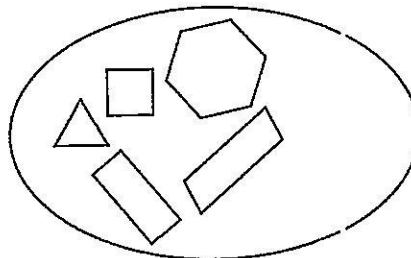
Unit 6 Review page 1 of 2

Use the diagrams below to answer the following questions.

Trapezoids

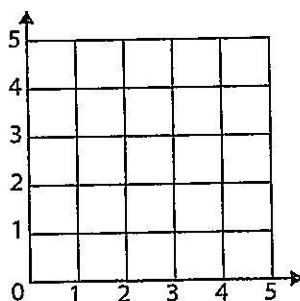


Not Trapezoids



- 1 List three properties of a trapezoid.
- 2 Fill in the bubbles beside all the other names you could use for a trapezoid.

<input type="radio"/> quadrilateral	<input type="radio"/> triangle
<input type="radio"/> rectangle	<input type="radio"/> polygon
- 3 Explain why a trapezoid can't be called a parallelogram.
- 4 While playing Polygon Search, Shana graphed the points (1,2), (4,2), (4,5) and (1,5).
 - a Graph the ordered pairs.



- b Name the shape that Shana drew. _____
- c List 2 properties of this shape.

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NAME _____

DATE _____

Unit 6 Review page 1 of 2

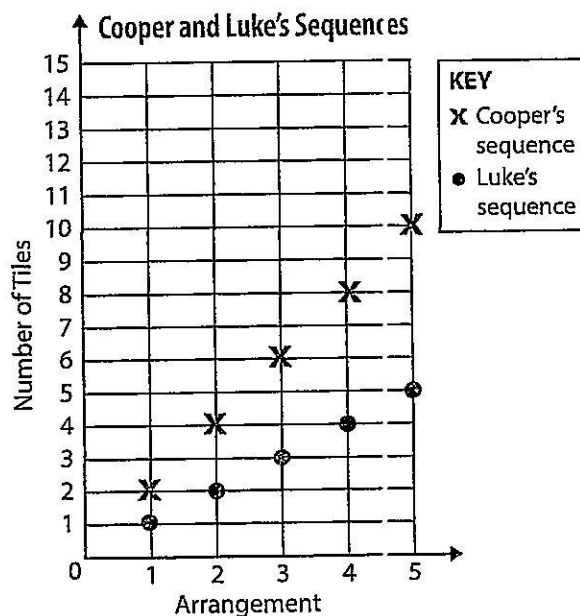
- 5** Cooper and Luke each made a sequence with tiles. Then they graphed their sequences on the same coordinate grid.

- a** List the first 5 ordered pairs of Cooper's sequence:

1, 2				
------	--	--	--	--

- b** List the first 5 ordered pairs of Luke's sequence:

--	--	--	--	--



- c** What can you tell about the boys' tile sequences from looking at the graph they made? Fill in the bubbles beside all the correct observations.
- ☐ Cooper used twice as many tiles as Luke in each arrangement.
 - ☐ Cooper started with 3 tiles and added 2 more tiles for each new arrangement.
 - ☐ Luke's third arrangement had 6 tiles.
 - ☐ There would be 12 tiles in Cooper's sixth arrangement.

- 6** A packing box is 3 feet wide, 5 feet long, and 8 feet high. What is its volume? Show your work.

- 7** Shanti keeps her school supplies in a little container with a base that is 7" by 7". The volume of the container is 343 cubic inches.

- a** What is the height of the container? Show your work.

- b** What shape is the container? How do you know?

Mixing Sheet

Practice

Practice

Practice

Practice

MIX THESE
TWO THINGS:

WATER
(not acid)

VINEGAR
(acid)

BAKING
SODA

PURPLE
LIQUID

BAKING
POWDER

Test Substance #1:

Test Substance #2:

Results

Describe what happened:

	WATER (not acid)	VINEGAR (acid)
BAKING SODA	<p>What happened?</p>	<p>What happened?</p>
PURPLE LIQUID	<p>What happened?</p>	<p>What happened?</p>
BAKING POWDER	<p>What happened?</p>	<p>What happened?</p>

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

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.

CHEMICAL WEATHERING OF ROCKS:

This text is adapted from an original work of the Core Knowledge Foundation.

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.

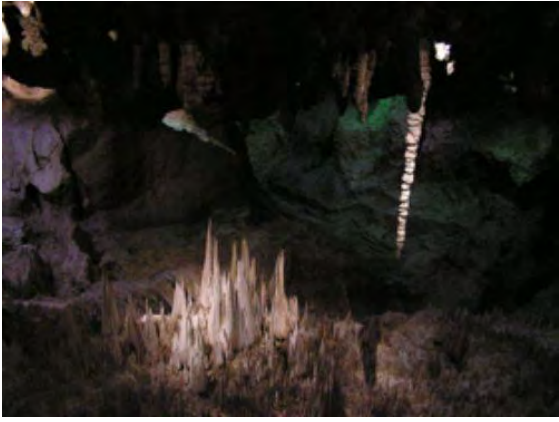


Towering rock formations created by chemical weathering rise straight up out of the ground near Kunming, the capital of China's Yunnan Province. Some formations are as tall as a 10-story building. The Chinese call this place Shilin, or the Stone Forest.

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.

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.” © 2014 ReadWorks®, Inc. All rights reserved.

Andrew Jackson and the Native American Removal

Benchmark Standard	<p>History 2a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>History 2b: Student will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.</p> <p>History 3a: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.</p>
Grade Bands	4-5
Vocabulary / Key Concepts	<p>Savage – 1. a person belonging to a group with a low level of civilization. OR 2 : a cruel or violent person.</p> <p>Bias - Bias means that a person prefers an idea and possibly does not give equal chance to a different idea. Bias can be influenced by a number of factors, such as popularity, political views, etc.</p> <p>John Ross - Cherokee name Tsan-Usdi, was born of a Scottish father and a mother who was part Cherokee, the blue-eyed, fair-skinned Tsan-Usdi (Little John) grew up as a Native American, although he was educated at Kingston Academy in Tennessee. In 1828, Ross became principal chief of the Cherokee Nation.</p> <p>Andrew Jackson - was an American soldier and statesman who served as the seventh president of the United States from 1829 to 1837</p> <p>Acquiesce - to accept, agree, or give consent by keeping silent or by not making objections</p> <p>Stipulation - something that is required as part of an agreement.</p> <p>Treaty – an official agreement</p> <p>Consummation – complete a business deal</p> <p>Pecuniary – consisting of or measured in money</p> <p>Incalculably – very large</p> <p>Provision – terms and/or conditions (as in a contract)</p>

Essential Question: Did the Native Americans agree to their removal / relocation?

ACTIVITY 1

DOCUMENT A:

Andrew Jackson's 1830 message to Congress concerning Indian Removal.

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

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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.

1. What provision has President Andrew Jackson announced to Congress?
2. How do you think Andrew Jackson and Congress feel about this provision (note the statements that are underlined)? Explain.
3. What do they say they want for the Native Americans (note the statements that are underlined)? Explain.
4. How long has the President and Congress been working on these terms?
5. 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).
6. Do you think that President Andrew Jackson gave a fair description of the Native American removal situation? Explain.

ACTIVITY 2

DOCUMENT B:

An excerpt from a letter from President Andrew Jackson to the Cherokee Nation about the benefits of voluntary removal, March 16, 1835.

The image shows a portion of a handwritten document on aged, yellowed paper. The text is written in a cursive script. The visible text reads: "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".

The image shows a portion of a handwritten document on aged, yellowed paper. The text is written in a cursive script. The visible text reads: "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."

1. Do you think this document shows bias from President Andrew Jackson? Explain.
2. President Jackson gives several stipulations in this letter. He makes the stipulations sound promising and tempting to persuade the Native Americans to leave their homelands. What are the stipulations?
3. Do you think the Native Americans agreed with President Jackson on their removal? Explain.
4. Based on the excerpt, do you think the Native Americans voluntarily removed themselves from their homelands? Explain.

1. After reading Documents A and B, do you think the Native Americans voluntarily decided to relocate their tribes from their homelands in Georgia, Alabama, North Carolina, & Tennessee? Explain why or why not.
2. After reading Documents A and B, do you think President Andrew Jackson fairly described the Native American removal situation? Explain why or why not.

ACTIVITY 3

DOCUMENT C:

An excerpt of a compilation of population and personal-property statistics for the Cherokee Nation as printed in *The Cherokee Phoenix*, June 18, 1828.

All letters addressed to the Editor, post paid, will receive due attention.

QWY SCABU-A AD HSIJEC&G.I.
WEABT&I TAAP U* JH&B&I P&B&I.
B&A&E JH&B&I&Y KTA D&P Q&B&I P&B&I, TGZ TE&B&P D&B&B&P&B&I.
TGZ W&P T&B&A TB D&B&B&P&B&I, KT D&P Q&B&I P&B&I. D&B&B&E&Z TB YW D&B&B&P&B&I, OYAT D&P Q&B&I P&B&I.
GWYZ O&R JH&B&I&Y, W&P* D&P Q&B&I P&B&I W&B&I, TGZ TE&B&P D&B&B&P&B&I. KT&Z D&P YW &H Q&B&I&B* U&R D&B&B&P&B&I.

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Mr. THOS. R. GOLD, (an itinerant Gentleman.)

Total number of females	803
Total of males and females	1726
Male negroes 90 } Total	187
Female negroes 97 }	

Whole population 1,913

There are in this District, fifteen white men married to Cherokee women, and four Cherokee men married to whitewomen.

There are in this District four Schools and seventy-two scholars of both sexes, a grist-mill, two saw-mills, one cotton gin, 121 looms, 368 spinning wheels—eighteen wagons, 354 ploughs, 1,175 horses, 2,505 black cattle, 8,900 swine, 111 goats, eleven blacksmith shops, five ferries, four stores, and 397 sheep.

HICKORY LOG DISTRICT.

Males under 18 years of age	397
Males from 18 to 59 years of age	300
Males over 59 years of age	42
Total number of males	739
Females under 15 years of age	345
Females from 15 to 40 years	336
Females over 40 years of age	113
Total number of females	794
Total of males and females	1533
Male slaves } Total	
Female slaves }	

Whole population 1533

There are in this District, twenty Cherokees married to white women.

There are in this District, eighteen white men married to Cherokee women, and three Cherokee men married to white women.

There are in this District, 6 schools in which are ninety two scholars of both sexes; and 1,318 horses, 7,018 cattle, 4,654 swine, 335 sheep, fifteen goats, 124 looms, 307 wheels, 446 ploughs, eleven blacksmith shops, five grist mills, two cotton gins, one saw-mill, and two stores.

HIGH TOWER DISTRICT.

Males under 18 years of age	347
Males from 18 to 59 years of age	325
Males over 59 years of age	26
Total number of males	698
Females under 15 years of age	300
Females from 15 to 40 years	306
Females over 40 years of age	71
Total number of females	677
Total of males and females	1,375
Male negroes 43 } Total	79
Female negroes 36 }	

Total Population 1,454

In this District, there are four white men married to Cherokee women, and two Cherokee men married to white women.

There is in this District one School, in which are twenty scholars of both sexes; and 818 horses, 3,170 cattle, 3,777 swine, 298 sheep, 67 goats, 67 looms, 65 ploughs, one blacksmith shop, and two stores.

1. Do you think this document shows bias from the Native Americans? Explain.
2. Based on Document C, do you think the Native Americans are savages? Explain why or why not.

ACTIVITY 4

DOCUMENT D:

An excerpt from “Memorial and Protest of the Cherokee Nation,” written by John Ross and sent to the U.S. Congress on June 21, 1836.

THE undersigned representatives of the Cherokee nation, east of the river Mississippi, impelled by duty, would respectfully submit, for the consideration of your honourable body, the following statement of facts: It will be seen, from the numerous subsisting treaties between the Cherokee nation and the United States, that from the earliest existence of this Government, the United States, in Congress assembled, received the Cherokees and their nation into favour and protection; and that the chiefs and warriors, for themselves and all parts of the Cherokee nation, acknowledged themselves and the said Cherokee nation to be under the protection of the United States of America, and of no other sovereign whatsoever; they also stipulated, that the said Cherokee nation will not hold any treaty with any foreign power, individual State, or with individuals of any State: that for, and in consideration of, valuable concessions made by the Cherokee nation, the United States solemnly guaranteed to said nation all their lands not ceded, and pledged the faith of the Government, that “all white people who have intruded, or may hereafter intrude on the lands reserved for the Cherokees, shall be removed by the United States, and proceeded against, according to the provisions of the act, passed 30th March, 1802,” entitled “An act to regulate trade and intercourse with the Indian tribes, and to preserve peace on the frontiers.” It would be useless to recapitulate the numerous provisions for the security and protection of the rights of the Cherokees, to be found in the various treaties between their nation and the United States. The Cherokees were happy and prosperous under a scrupulous observance of treaty stipulations by the Government of the United States, and from the fostering hand extended over them, they made rapid advances in civilization, morals, and in the arts and sciences. Little did they anticipate, that when taught to think and feel as the American citizen, and to have with him a common interest, they were to be *despoiled by their guardian*, to become strangers and wanderers in the land of their fathers, forced to return to the savage life, and to seek a new home in the wilds of the far west, and that without their consent. An instrument purporting to be a treaty with the Cherokee people, has recently been made public by the President of the United States, that will have such an operation, if carried into effect. This instrument, the delegation aver before the civilized world, and in the presence of Almighty God, is fraudulent, false upon its face, made by unauthorized individuals, without the sanction, and against the wishes, of the great body of the Cherokee people. Upwards of fifteen thousand of those people have protested against it, solemnly declaring they will never acquiesce. The delegation would respectfully call the attention of your honourable body to their memorial and protest, with the accompanying documents, submitted to the Senate of the United States, on the subject of the alleged treaty, which are herewith transmitted.

This is a fairly large document with some difficult words. Therefore, in order to help you with the answers, you can begin reading at the quote “all white people who have intruded...” (a little more than a third down from the top)

1. According to John Ross, were the Native Americans “happy” under the original treaty stipulations? Why or why not?
2. According to John Ross, what happened to the stipulations (from Document D) that were guaranteed the Native Americans if the Native Americans moved from their homelands?
3. Do you think this document shows bias? Explain why or why not.

ACTIVITY 5

DOCUMENT E:

Excerpts from “The Trail of Tears” from <https://www.history.com/topics/native-american-history/trail-of-tears>, February 21, 2020

At the beginning of the 1830s, nearly 125,000 Native Americans lived on millions of acres of land in Georgia, Tennessee, Alabama, North Carolina and Florida—land their ancestors had occupied and cultivated for generations. By the end of the decade, very few natives remained anywhere in the southeastern United

States. Working on behalf of white settlers who wanted to grow cotton on the Indians' land, the federal government forced them to leave their homelands and walk thousands of miles to a specially designated "Indian territory" across the Mississippi River. This difficult and sometimes deadly journey is known as the Trail of Tears.

The Native Americans' land, located in parts of Georgia, Alabama, North Carolina, Florida and Tennessee, was valuable, and it grew to be more coveted as white settlers flooded the region. Many of these whites yearned to make their fortunes by growing cotton, and they did not care how "civilized" their native neighbors were: They wanted that land and they would do almost anything to get it. They stole livestock; burned and looted houses and towns; committed mass murder; and squatted on land that did not belong to them. State governments joined in this effort to drive Native Americans out of the South. Several states passed laws limiting Native American sovereignty and rights and encroaching on their territory.

The law required the government to negotiate removal treaties fairly, voluntarily and peacefully: It did not permit the president or anyone else to coerce Native nations into giving up their land. However, President Jackson and his government frequently ignored the letter of the law and forced Native Americans to vacate lands they had lived on for generations. In the winter of 1831, under threat of invasion by the U.S. Army, the Choctaw became the first nation to be expelled from its land altogether. They made the journey to Indian Territory on foot (some "bound in chains and marched double file," one historian writes) and without any food, supplies or other help from the government. Thousands of people died along the way. It was, one Choctaw leader told an Alabama newspaper, a "trail of tears and death."

By 1840, tens of thousands of Native Americans had been driven off of their land in the southeastern states and forced to move across the Mississippi to Indian Territory. The federal government promised that their new land would remain unmolested forever, but as the line of white settlement pushed westward, "Indian Country" shrank and shrank. In 1907, Oklahoma became a state and Indian Territory was gone for good.

1. According to Document E, describe the Native American experiences under the Government's Native American removal policy.
2. Does Document E support or contradict President Andrew Jackson's views from Documents A and B?
3. Does Document E support or contradict the Native American views from Documents C and D?

ACTIVITY 6

OVERARCHING QUESTIONS:

1. What is the point of view of President Andrew Jackson and the Government?
2. What is the point of view of the Native Americans?
3. What do you think actually happened?
4. Explain how and why the same event (removal of the Native Americans) differs depending on what source you are analyzing.
5. How did the American people's (government and citizens) view of Native Americans change over time? Explain. (Document C is from 1828, Document A is from 1830, Document B is from 1835, Document D is from 1836 and Document E is from 2020)