5th Grade
Week 3

CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	**Learning Warm-Up and Independent Reading** -Review a book from Scholastic Home (see login information under Online Learning) -Complete learning pathway through Imagine Learning Literacy(Access through Clever, found on CMSD website student page)	**Learning Warm-Up and Independent Reading** -Read , *A Legacy of Trees* -Complete learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Complete *A Legacy of Trees,* Graphic Organizer -Complete learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Complete *A Legacy of Trees,* Comprehension questions. -Complete learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Review a book from Scholastic Home. -Complete learning pathway through Imagine Learning Literacy
8:30	**Language** Fun with Foldables See Prefix Foldables	**Language** Daily Language Practice Journal	**Language** Daily Language Practice Journal	**Language** Daily Language Practice Journal	**Language** Daily Language Practice Journal
9:00	**Reading** -Watch the youtube video Read Aloud for chapter 2 of the The Last Kids on Earth. https:// www.youtube.com/ watch? v=KKRiyddmHYQ -Reading Comprehension Journal	**Reading** -Independently Read, The Last Kids on Earth . Read chapter 2 this week. Us the anchor charts (week 1) when you encounter an unknown word. -Reading Comprehension Journal	**Reading** -Independently Read, The Last Kids on Earth. -Reading Comprehension Journal	**Reading** -Independently Read, The Last Kids on Earth . -Reading Comprehension Journal	**Reading** -Independently Read, The Last Kids on Earth. -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	**Writing** -Writing Journal Quint wants to stay in his house to do research in his lab. Do you think he made the right decision to go to the treehouse with Jack? Why or why not?	**Writing** -Writing Journal Jack has improvised his weapons from things he had around his house. If you were Jack, what do you think you would have created?	**Writing** -Writing Journal According to Jack there are four types of monsters he must contend with. Create a chart and write a brief description of each of these monster types: zombies, dozers, winged wretches, vine thingies	**Writing** -Writing Journal Do you think it was a good idea for Jack to treat life like a video game? Why or why not?	**Writing** -Writing Journal Jack realizes he cannot clear the neighborhood of monsters all by himself, how does he decide to gather other teenage survivors of the apocalypse?
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	**Math** Khan Academy Video: "Introduction to the Coordinate Plane" Activity: Describe a Coordinate System (19.1 Reteach)	**Math** Activity: Describe a Coordinate System (19.1 More Practice/Homework)	**Math** Khan Academy Video: "Coordinate Plane: Graphing Points" Activity: Understand Ordered Pairs (19.2 Reteach)	**Math** Activity: Understand Ordered Pairs (19.2 More Practice/Homework)	**Math** Khan Academy Video: "Coordinate Plane Graphing Word Problem" Activities: Use Ordered Pairs to Represent Problems (19.3 Reteach) Use Ordered Pairs to Represent Problems (19.3 More Practice/ Homework)
12:30	**Art** Create your own comic book	**Music** Read about Ragtime	**Art** Create your own comic book	**Music** Read about Scott Joplin	**Art** Continue photo journal
1:30	**Social Studies** -Read, "The Industrial Revolution Brings Change" and "Industry and Development Impact North America"	**Social Studies** -Read, Economics, "International Trade" and "What is Productivity"	**Social Studies** -Complete activities: How Do I Use a Graph, using family members for the final activity	**Social Studies** -Complete Activity: Let's Write	**Social Studies** -Complete Activity: Think and Review
2:00	**Science** Daily Science Journal	**Science** Daily Science Journal	**Science** Daily Science Journal	**Science** Daily Science Journal	**Science** Daily Science Journal
2:30	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option

Family and Student Supports:

Please review family letters for these content area assignments:	Student Learning Kits
Literacy **Math** **Science** **Social Studies** **Art** **Music**	Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book
	Math: Daily Math Practice Journal
	Literacy: Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal
	Science: Daily Science Activity & Journal
	Art: watercolor paint, paper

Additional Student Supports:

Individual Supports	Please reference the "Helping Your Child at Home in Reading" and "Helping Your Child at Home in Math" documents shared as well as the *Individual Supports* packet of information for additional access to individual student supports as needed.
English Language Learners	Please reference the *Academic Enrichment Packet for English Language Learners* to access additional student supports as needed.

Please reach out to your child's school if you have any questions or need assistance with login information.

Online Learning:

Resource	Access Information
Imagine Learning – Literacy Online learning for literacy – 30 minutes daily (may replace portion of Reading block)	**Accessible through Clever** (Found on CMSD website student page)
Imagine Learning – Math Online learning for math - 30 minutes daily (may replace Math block)	**Accessible through Clever** (Found on CMSD website student page)
BrainPop Junior Online video clips that can be used for learning in all subject areas.	https://jr.brainpop.com/
Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.	http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford
ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	**Accessible through Clever** (Found on CMSD website student page)
Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.	https://kids.secondandseven.com/
Khan Academy Digital Math Instruction Videos – Free login	https://www.khanacademy.org/

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	**Go for a Run or Walk (with an adult)**
The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/	**Fluency and Fitness (free for 3 wks)** https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	**Positive Psychology** https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	**Teach, Train, Love** http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/

5th Grade

Exact Path

Study Island

edmentum™

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:
 https://www.clevelandmetroschools.org/Page/15212

As you will see, each video is specific to the grade range listed in the title.

Exact Path & Study Island at Home: Grades K-2nd
Exact Path & Study Island at Home: Grades 3rd-5th
Exact Path & Study Island at Home: Grades 6th-12th

Thank you,
The Academic Offices
Cleveland Metropolitan School District

CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

5th Grade

Daily Assignments Checklist

Name: _____Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

Name: _____

A Legacy of Trees

Written by Christine Graf
Illustrated by Stewart Craig
Lexile®: 820L, 740 words
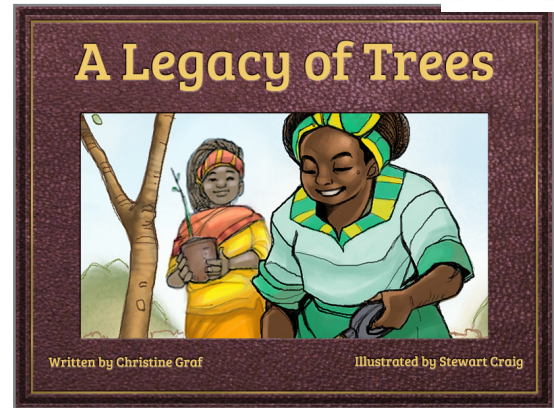
If you understand and you are disturbed, then you are moved to action.

— Wangari Maathai

It is unlikely that Wangari Maathai ever complained about going to school.

She was born in 1940, a time when few Kenyan girls were able to receive an education. Her parents were poor farmers in a small village in rural Kenya.

After realizing how intelligent Maathai was, they decided to enroll her in school. Maathai did so well that she was awarded a scholarship to go to college in the United States.

In the United States, Maathai studied biology, chemistry, and German. She graduated from college and then earned an additional degree.

She returned to Africa for more college. She became the first woman in East and Central Africa to earn a PhD, the highest degree.

She taught at the university and became an associate professor. She also became the chair, or head, of her department.

She was also the first woman in East and Central Africa to hold these positions.

Maathai became involved with organizations that worked to improve women's rights and groups that protected the environment.

Her interest in the environment began after she noticed that her homeland was no longer green and fertile.

Plants and trees were disappearing. Kenya's once predictable seasons were becoming more and more unpredictable.

Streams were drying up. Forests were being cleared to make way for farms. The Sahara Desert was expanding.

In 1976, Maathai came up with an idea that could help women while at the same time helping the environment.

Imagine Learning®

Name: _____

The idea was simple: she would pay women to plant trees. Her idea developed into the Green Belt Movement (GBM). This nonprofit organization's goal was to reduce poverty and to help the environment through planting trees.

Trees could renew the soil, provide wood for fuel, protect the water supply, and provide fruit for nutrition.

The GBM encourages cooperation among women who live in poor, rural villages. Women form small groups, name their groups, and open group bank accounts. They are taught how to plant and care for trees.

Trees are planted in old cans and broken cups and then transplanted to tree nurseries after they grow to 12 inches (30 cm).

Women receive about ten cents for each tree that is transplanted.

Ten cents may seem like nothing to most people. In Kenya, where there are few opportunities to make money, it can be a lot.

When women are able to earn money, they gain freedom and power within their communities.

It took time for the GBM to catch on. Few people in Kenya recognized the importance of Maathaii's work.

The government had no interest in helping her. It believed that rural, uneducated women were not able to care for trees.

Daniel arap Moi, Kenya's dictator-president, called Maathai a "mad woman." He also said women had "little minds."

Even without support, the GBM grew to become a powerful movement.

As the GBM grew, Maathai toured the world to speak out against poverty and environmental problems. She continued to stand up to Kenya's leaders.

She started high-profile campaigns to save forests. In 1991, she helped prevent a skyscraper from being built in Nairobi's only remaining park.

Her work made her an enemy of the government. But Maathai was not afraid, and she did not stop. She continued to be a critic of the president and his government.

President Moi's regime ended after 24 years in 2002. That same year, Maathai was nominated to Parliament and served for five years.

Imagine Learning®

She fought for human rights, democracy, and the environment. In 2004, she was awarded the Nobel Peace Prize, one of the world's most important awards, for her work with the GBM.

Shortly after learning she had won, she planted a tree. She said it was "the best way to celebrate."

Maathai died in 2011 at the age of 71. Today, her beloved GBM continues to grow. More than 50 million trees have been planted in Kenya.

The lives of tens of thousands of women have been impacted.

The GBM is now in 30 other African nations and the United States.

Today Maathai's daughter, Wanjira, works with the GBM. She speaks of her mother's belief that it is the little things that people do that make a difference. She says her mother's "little thing" was planting trees.

Wanjira encourages everyone to "find out what your little thing is and get on with doing it." She knows that would have made her mother happy.

President Moi's regime ended after 24 years in 2002. That same year, Maathai was nominated to Parliament and served for five years.

Imagine Learning®

✱ Directions: Fill in the empty boxes, and then write a summary of the story.

Cause

Maathai did well in school.

Effect

Cause

Effect

Cause

Effect

My Summary of the Story

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

A Legacy of Trees
Graphic Organizer
Reading Lessons: Leveled Books

Imagine Learning®

Name: _____

A Legacy of Trees
Comprehension Questions

Glossary Words	critic, environment, fertile, impact, nominate, non-profit, PhD, poverty, predictable, rural, transplant, unpredictable

Question Type	Question
Figurative Language	In the quote at the beginning of the article, what do you think Wangari Maathai meant by the phrase "moved to action"? a. inspired to help b. forced to fight c. required to work
Literal	What was unusual about Maathai's childhood in a poor farming village in Kenya? a. She met the President of Kenya. b. She went too school. c. She learned how to plant trees.
Inferential	What can you infer is an effect of 50 million trees having been planted in Kenya? a. There is less wood for construction and fuel. b. The Sahara Desert has grown larger. c. Kenya has become more green and fertile.

Imagine Learning®

Directions:

1. Cut on the lines to create 5 flaps.
2. Glue in your notebook.
3. Write examples of words with each prefix under the flap.
4. You can also write sentences with the words under the flap.

Use these prefixes to help you figure out the meanings of words.

SUFFIXES

un-
(not; opposite of)

re-
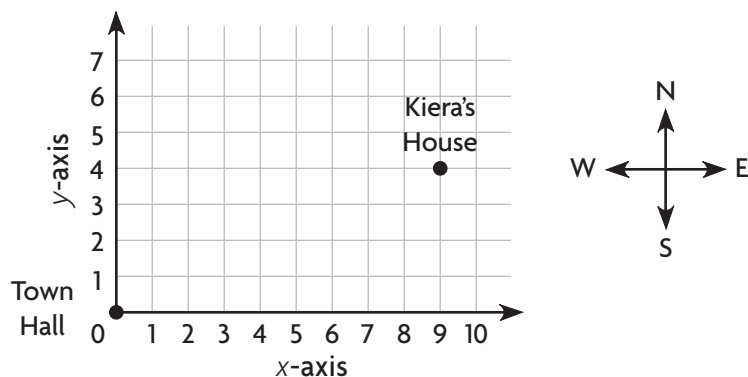(again)

over-
(too much)

mis-
(in a wrong way; wrongly)

sub-
(under)

Describe a Coordinate System

The coordinate grid shows the locations of Kiera's house and Town Hall. Each unit represents one block.

What directions could Kiera give a friend to walk from Town Hall to her house?

A. Locate Town Hall and Kiera's house on the grid.

Town Hall is at the origin. Kiera's house is __9__ units to the right and __4__ units up from Town Hall.

B. Write the directions for Kiera's friend.

Starting at Town Hall, walk 9 blocks to the right. Next walk 4 blocks up. Now you are at Kiera's house.

So, Kiera can tell her friend to walk __9__ blocks east and then __4__ blocks north.

Use the coordinate grid for 1 and 2.

1 What are the coordinates of Town Hall?

_____

2 What are the coordinates of Kiera's house?

_____

Describe how to move from the origin of a coordinate grid to locate the point.

3 A(0, 2)

_____

4 B(1, 5)

_____

Name _____

LESSON 19.1
More Practice/ Homework

5th Grade
Week 3: Math

ONLINE
**Ed** Video Tutorials and Interactive Examples

Describe a Coordinate System

1 The map shows the locations of the different activities at a camp.

- What are two ways to name the location of the arts and crafts center

  _____

  _____

- Using the map, describe how a camper would go from the arts and crafts center to the dining hall.

  _____

- What ordered pair represents the location of the horse corral?

  _____
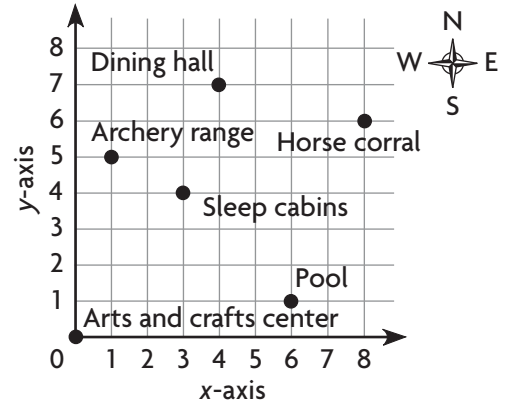
Describe how to move from the origin of a coordinate grid to locate the point.

2 A(2, 8)

3 B(4, 0)

4 C(9, 5)

_____   _____   _____

_____   _____   _____

5 (MP) **Use Structure** Nathan says that Madison Square Garden is located at (0, 3) on the map. Is his ordered pair correct? Explain.

Map of New York City

_____

_____

_____

_____

_____
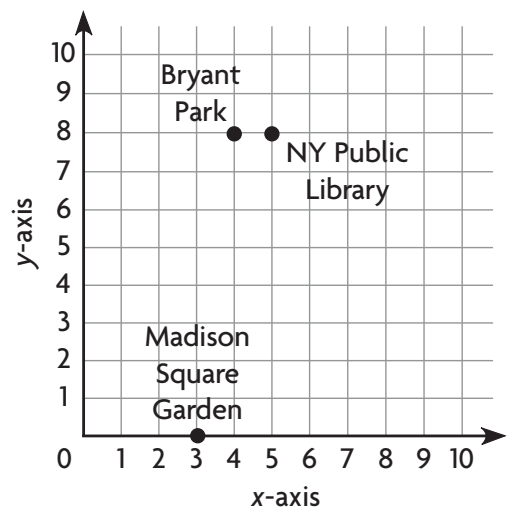
Test Prep

6 A point is located 6 units right and 4 units up from the origin. What is the *x*-coordinate of the point?
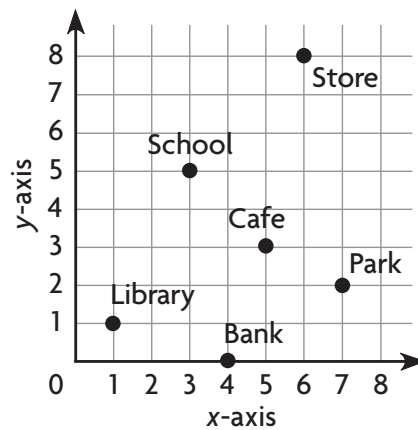
Ⓐ 2

Ⓑ 4

Ⓒ 6

Ⓓ 10

Use the map for 7–10.

7 Which gives directions for how to move from the origin to the cafe?

Ⓐ right 3 units, up 5 units

Ⓑ right 5 units, up 3 units

Ⓒ right 4 units, up 2 units

Ⓓ right 1 unit, up 3 units

8 What are the coordinates of the bank?

_____

9 What is located at (7, 2) on the map?

_____

10 Describe how to move from the origin to the store.

_____

Spiral Review

11 Use the benchmarks 0, $\frac{1}{2}$, and 1 to estimate the sum.
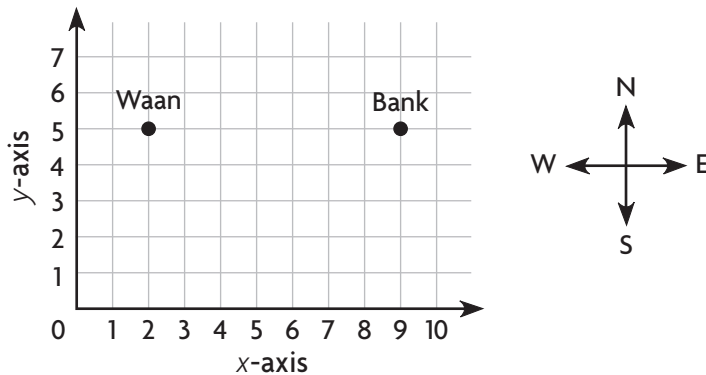
$\frac{1}{5} + \frac{3}{8}$

_____

12 A machine in a candy factory can make 62 candies in one hour. About how long would it take to make 2,480 candies?

_____

Understand Ordered Pairs

The map shows Waan's current location and the location of the bank. Each unit on the map represents one block.

Waan plans to walk to the bank. How far will he walk?

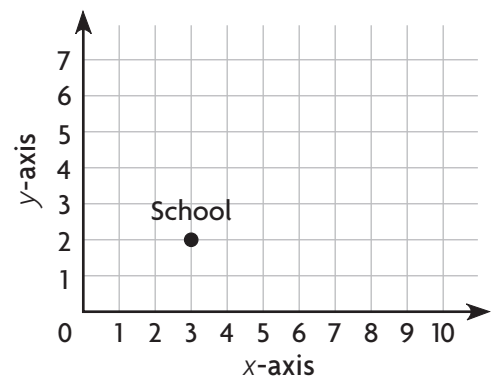Waan is ___2___ blocks east of the *y*-axis. The bank is ___9___ blocks east of the *y*-axis.

___9___ − ___2___ = ___7___

Waan will walk ___7___ blocks.

Each unit on the coordinate grid represents one block.

1 Tom's home is located at (3, 6). Plot Tom's home on the coordinate grid.

2 Chai's home is located at (8, 2). Plot Chai's home on the coordinate grid.

3 How far is Tom's home from the school?

_____

4 How far is Chai's home from the school?

_____

LESSON 19.2
**More Practice/
Homework**

ONLINE
Ed
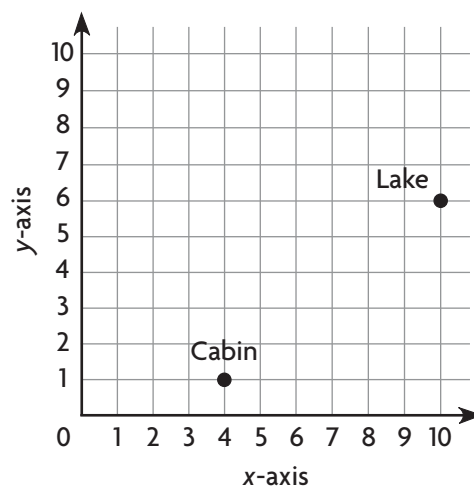Video Tutorials and
Interactive Examples

5th Grade
Week 3: Math

Understand Ordered Pairs

**Each unit on the coordinate grid represents
1 mile. Use the coordinate grid for 1 and 2.**

1 The parking lot is located at (4, 6). Plot the
parking lot on the coordinate grid. Explain
how you plotted the point.

_____

_____

2 **Reason** Is the parking lot closer to the cabin or
the lake? Explain.

_____

_____

Plot the point on the coordinate grid.

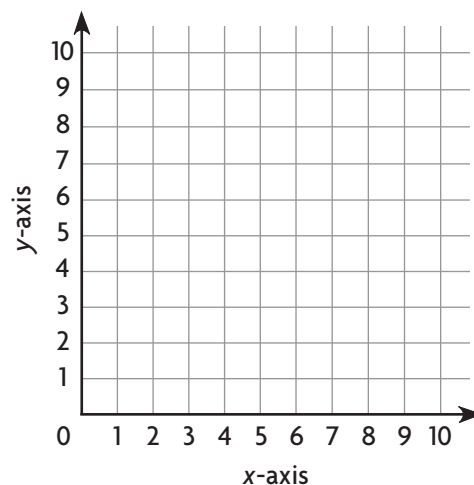**3** *A* (5, 9)   **4** *B* (6, 4)

5 *C* (0, 6)   **6** *D* (7, 1)

7 *E* (3, 2)   **8** *F* (9, 5)

Find the distance between the pair of points.

9 (2, 8) and (5, 8)   **10** (6, 0) and (6, 6)   **11** (3, 3) and (3, 7)

_____   _____   _____

12 (MP) **Critique Reasoning** Jodi says the distance between
points (5, 2) and (5, 6) is 0 units. Is Jodi correct? Explain.

_____

_____

Test Prep

13 What is the distance between the points (8, 0) and (9, 0)?

- (A) 0 units
- (B) 1 unit
- (C) 8 units
- (D) 9 units

**Use the coordinate grid for 14–16.**

14 What are the coordinates of point *C*?

_____

15 Plot point *F* at (10, 4).

16 Select all the statements that are true about point *D*.

- (A) It is 1 unit right and 5 units up from the origin.
- (B) It is 5 units right and 1 unit up from the origin.
- (C) It is 5 units from the *y*-axis and 1 unit from the *x*-axis.
- (D) It is 1 unit from the *y*-axis and 5 units from the *x*-axis.
- (E) Its ordered pair is (1, 5).
- (F) Its ordered pair is (5, 1).
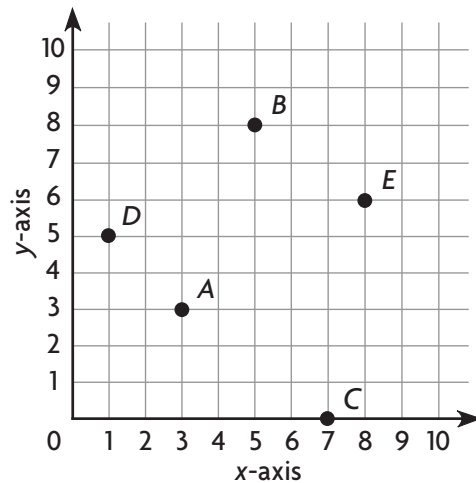
17 What is the distance between points (6, 2) and (10, 2)?

_____

Spiral Review

18 Convert.

90 in. = _____ ft _____ in.

70 oz = _____ lb _____ oz

19 Multiply.
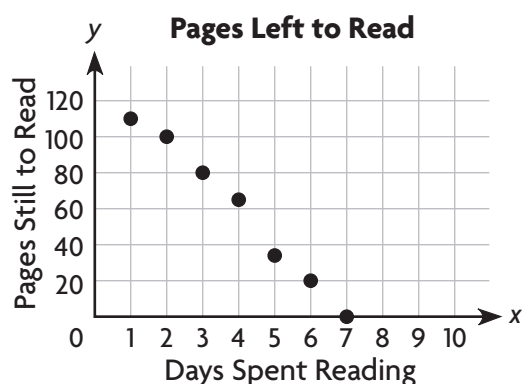
$24.136 \times 10 =$ _____

$174.25 \times \frac{1}{10} =$ _____

Use Ordered Pairs to Represent Problems

When Theo read a book for school, he kept track of his progress in the graph shown. After he read each day, Theo recorded the number of pages he still had left to read.

Pages Left to Read

Find how many pages Theo still had to read after three days.

A. Analyze what the graph shows.

Examine what is written along the horizontal and vertical axes. Each point shows how many pages Theo still had left to read after a certain number of days spent reading.

B. Find how many pages Theo still had left to read after three days.

Find 3 on the horizontal axis. Then find the point on the graph directly above 3. That point corresponds to __80__ on the vertical axis.

So, Theo had __80__ pages left to read after three days.

Use Theo's graph for 1 and 2.

1 What does the point (1, 110) represent?

_____

_____

2 After which day did Theo have about 65 pages left to read?

_____

5th Grade
Week 3: Math

LESSON 19.3
**More Practice/
Homework**

ONLINE
Ed   Video Tutorials and
Interactive Examples

Use Ordered Pairs to Represent Problems

Use the graph for 1–5.

1 What could the graph represent?

_____

_____

2 During which days did Tessa study for exactly 3 hours?

_____

Tessa's Studying

3 What are the coordinates for the points that represent the days Tessa studied for exactly 2 hours?

_____

4 What do the labels along the *x*-axis and the *y*-axis tell you about each coordinate?

_____

_____

_____

5 What does the point (2, 5) represent?

_____

_____

6 Three vertices of a rectangle are (7, 2), (3, 2), and (3, 9).

- What are the coordinates of the fourth vertex?

_____

- What is the perimeter of the rectangle?

_____
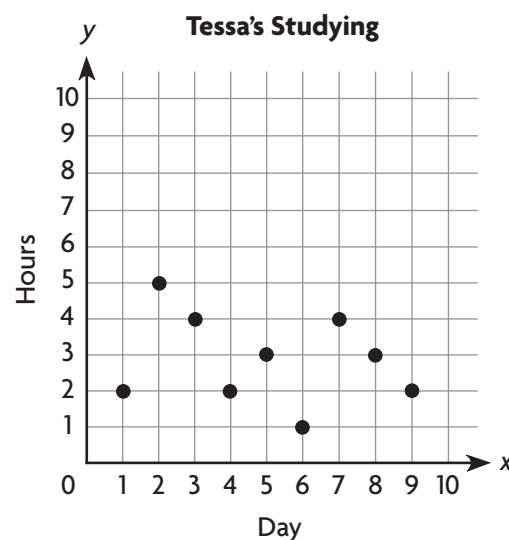
Test Prep

Use the following information for 7 and 8.

The coordinates for three vertices of a rectangle are (0, 4), (8, 4), and (8, 1).

7 What are the coordinates of the fourth vertex?

(A) (1, 0)   (C) (0, 1)

(B) (8, 0)   (D) (0, 8)

8 What is the perimeter of the rectangle?
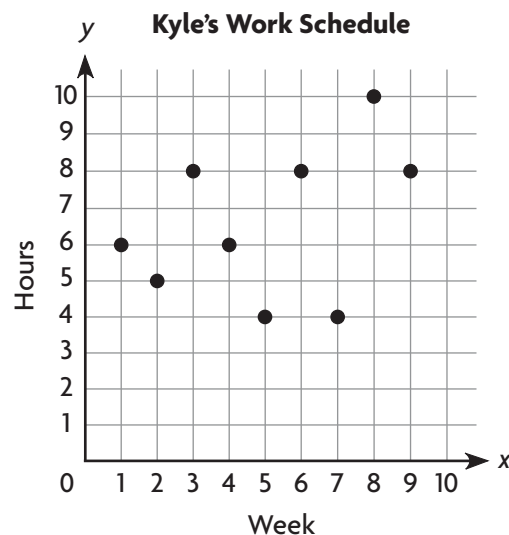
(A) 6 units   (C) 16 units

(B) 11 units   (D) 22 units

Use the graph for 9 and 10.

9 How many hours did Kyle work in Week 2?

_____

10 Select all the weeks that Kyle worked exactly 8 hours.

(A) Week 1
(B) Week 3
(C) Week 6
(D) Week 8
(E) Week 9

Kyle's Work Schedule

Spiral Review

11 Ralph measures a stone wall to be 4 yards long. He wants to extend the wall another 8 feet. How many feet long will the wall be?

_____

12 Write the decimal 36.039 in word form.

_____

_____

5th Grade
Week 3:
Social Studies

WEEK 19

Vol. 1 Issue 3
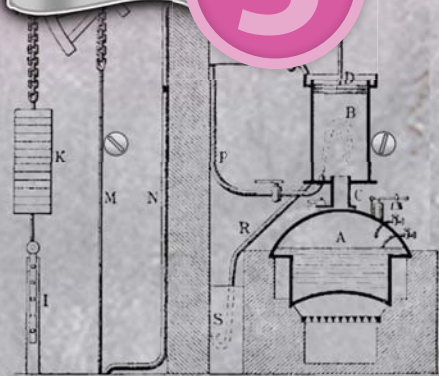Third Quarter

Industry and
Development

Ohio Studies Weekly

REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

GRADE 5

THE INDUSTRIAL REVOLUTION BRINGS CHANGE

A blacksmith did not fill a shop with items that people might buy. People came to the blacksmith and ordered the items they needed.

Blacksmiths and other tradesmen often had an apprentice. An apprentice was a child who went to live with and work for a tradesmen. In return for learning the craft, they were provided with a place to stay and food to eat. However, life for an apprentice was hard work and often in less than desirable circumstances.

Early communities usually produced their own food and supplies for things like building houses and carriages. They developed their own small, self-contained economies. Then something happened that changed all that—the Industrial Revolution!

During the Industrial Revolution, the way people produced goods changed completely. Once, highly-skilled people did one thing at a time. The Industrial Revolution introduced assembly lines and machines that made many things at once. Why did the Industrial Revolution change life so much?

The Industrial Revolution began in England in the middle of the 19th century. This was significant because England was producing some things much faster than any other country at that time. Because English laborers could produce so much more in such a small amount of time, goods made in England were cheaper. What if one gas station in your town suddenly began selling gasoline for 10 cents per gallon today? People would flock to buy gas there, and the other gas stations would quickly lose business. That was happening with England and other countries. North American countries imported goods from England because they cost less than goods that were made locally. In order to compete with England, North American countries had to become industrial nations.

For example, when the steam engine was invented in England it changed life everywhere. Railroads made transportation faster, easier and cheaper. Even when manufacturers added the cost of sending goods by railroad, the price was more affordable than buying goods made one at a time. Manufacturing is taking raw materials and turning them into finished goods. Making clothes from cotton is a good example of a raw material being used to make finished goods. Manufacturers in England started using steam and water power to run the machines that made cotton clothing, but they couldn't get enough cotton to keep up. Although the United States grew plenty of cotton, it was really hard to remove the seeds. Then Eli Whitney patented the cotton gin.

The cotton gin removed the seeds from cotton, something that had always taken a great deal of time to do. With this invention, the United States could sell cotton to England. The cotton gin is considered to be one of the greatest inventions of the century because of the impact it had on industry and economy.

With the Industrial Revolution came assembly lines. These allowed workers to perform one or two tasks on an item as it moved down the line without stopping. The worker would usually perform the same task on the same item all day long, every day. While this greatly increased production, it was not very interesting.
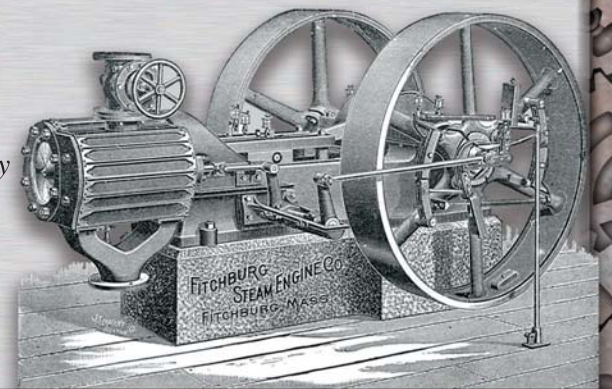
Connections

Boom to Bust and Back Again

You may have heard people compare the recent economic recession (2007-2009) to the Great Depression of the 1930s. But what some people call the "Great Recession" actually had more in common with a depression in the 1890s and something called "boom and bust."

In the early 1890s, the U.S. economy grew quickly ("boomed") but couldn't keep growing at that rate. When many companies and the housing market failed, there was an economic "bust." The railroad industry had been booming since the end of the Civil War, but in the 1890s more than 150 railroad companies closed. Other industries that depended on the railroads closed, and many people lost their jobs. Over 500 banks closed. Thousands of unemployed men marched to Washington, D.C., in 1894 to demand that the government take action to help families. Unemployment was over 10 percent for most of the 1890s. About one of every ten people had no job.

In the recent recession, the housing market slumped after several "boom" years. Some automakers went out of business and others filed for bankruptcy. The economy went "bust," just as it did in the 1890s. Hundreds of banks and thousands of businesses closed. The unemployment rate was about 8 percent - about one of every twelve people had no job.

Make a chart or Venn diagram that compares these two events in history.

Industry and Development Impact North America

One of the consequences of industrialization is pollution. The way that factories were able to do things so much faster and cheaper was by burning fuels and using chemicals for their processing. They release by-products into the environment, which can cause air, water and ground pollution. Pollution can be dangerous to people's health and to the environment. Governments have enacted laws that require factories to limit or contain the pollution they produce.

Advantages and Disadvantages of the Industrial Revolution

The Industrial Revolution made goods cheaper and created jobs. That's not the whole story, though. Big changes like the Industrial Revolution have advantages and disadvantages.

Skilled workers lost money when people bought goods made in factories. Many blacksmiths, shoemakers, seamstresses and others went out of business.

Most factory jobs were not hard to do, so manufacturers hired unskilled workers to run the machines. As more people heard about factory jobs, more of them moved to cities. This is called urbanization, and it sometimes helped boost the economy. However, North American cities had to make sure citizens could find places to live, food, clean water and health care. Many cities quickly became dirty and overcrowded. Before long, jobs became scarce.

Those who found work felt lucky to have a job, even though the pay was usually low. Jobs in factories could be dangerous, and workers had to put in long hours with few breaks. Illnesses and injuries were common. Factories often used children as workers, as well.

The Industrial Revolution brought many changes, some good and some bad, to North America. One thing was certain. From that point on, the world had changed forever.

Factories benefit society by providing jobs and making goods that people need and want. What do you see in this picture that could be a disadvantage?

Trades & Technology

The Sewing Machine

Can you imagine having to sew all of your own clothes with just a needle and thread? Before the invention of the sewing machine, that is exactly what clothing makers had to do.

In 1755, an American inventor named Charles T. Wiesenthal designed a double - pointed needle, with a sharp point on each end, to make sewing faster. In 1830, a Frenchman named Barthelemy Thimonnier used this double - pointed needle to make the first sewing machine. He attached the needle to a rod connected to a wheel. When the wheel turned, the needle went up and down, sewing stitches.

By 1846, Elias Howe, an American inventor, had figured out how to make the first lock - stitch sewing machine. This machine pulled the stitches tight so they didn't come loose later. It was used in clothing factories to make sewing faster and easier.

In 1851, Isaac Merritt Singer, a Boston machine maker, built the first small sewing machine that could be used at home. He made it easy for people to have their very own sewing machines for making their own clothes at home. The Singer Sewing Machine Company went on to become the world's largest maker of home sewing machines.

Just think of all the time, money and energy saved by the invention of the sewing machine!

The Awesome Automobile

Biography

Before the automobile, most people stayed very close to their homes and farms. It was just too far to travel to town every day. It was unthinkable to take the family on a vacation to California just to swim and build sandcastles.

Then a man named Henry Ford figured out how to make a whole bunch of cars very quickly and at a price anyone with a job could afford. After that, people were able to go anywhere - well, almost anywhere. First, we had to build some decent roads. Cars had a hard time traveling on wagon roads.
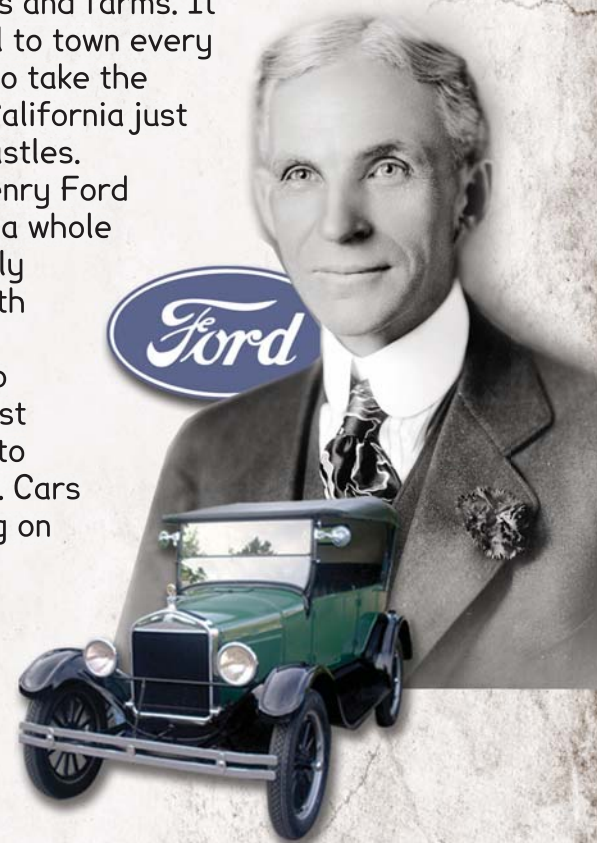
Industrialization Lures Immigrants to North America

Millions of people wanted to be part of America. They sold their homes and possessions to buy a ticket on a ship sailing away from Europe, the Mediterranean or Africa. They poured into Ellis Island in New York and Grosse Isle in Quebec, Canada. When they arrived, there was no promise of easy success. Immigrants worked hard and endured much suffering to make a new life for their families.

Immigrants flocked to North America looking for jobs and a better place to bring their families. Most could only find low-paying jobs and couldn't afford to live as well as many Americans, but the standard of living was often better than their native country.

Most immigrants left home with only what they could carry. They barely had enough money to buy passage on a ship. The trip was long and unpleasant. The people were tightly packed into the ships.

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Economics
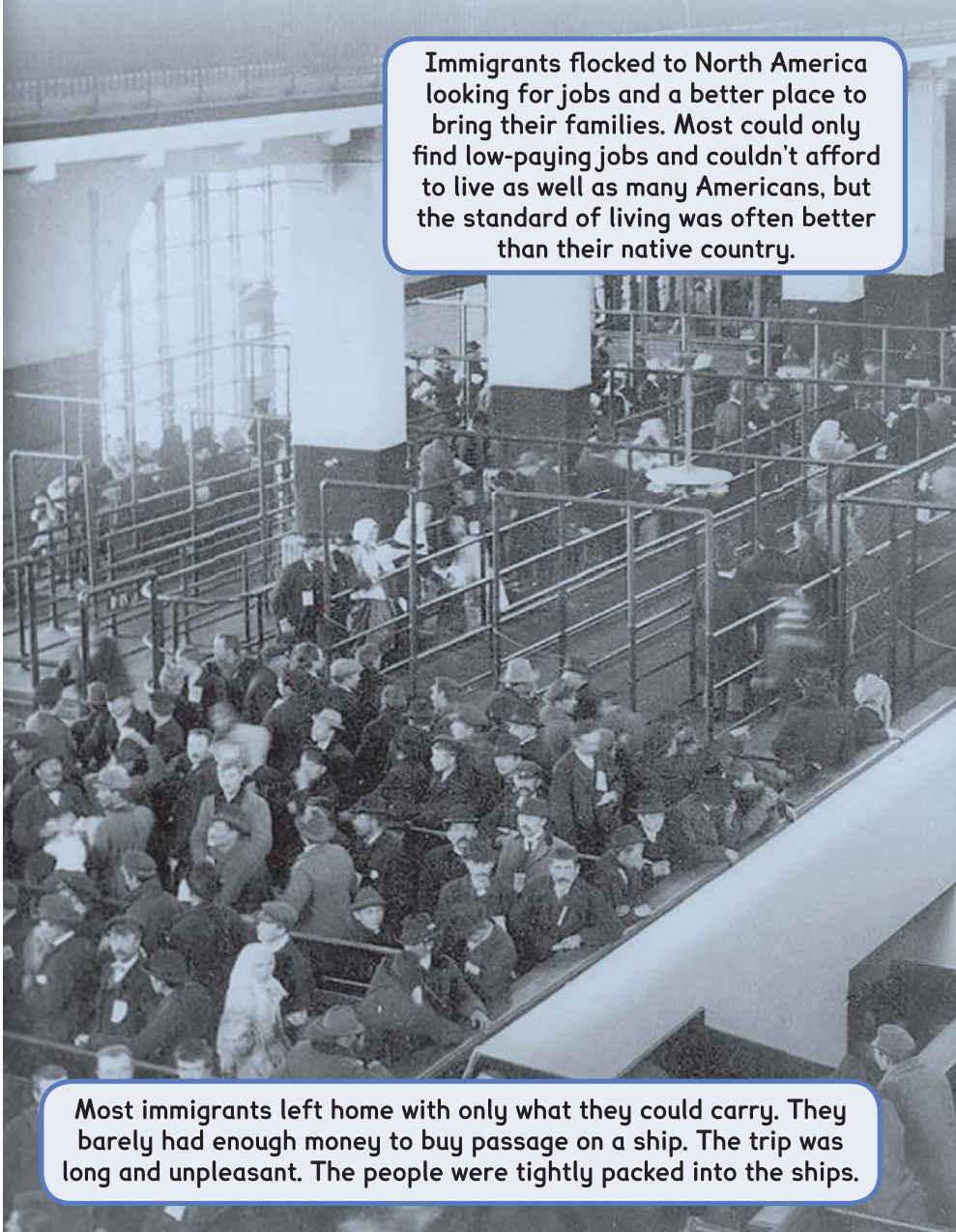
International Trade

You have learned so much about money. You have learned how it is used. You know how it is made. It would seem that using one form of money around the world would be a good way to trade. However, many countries have their own form of currency, or money. In fact, today there are about 140 different types of currency in the world! So how do countries trade with one another if their money is so different?

To solve this problem, countries have what is called the foreign exchange market. Here, dealers in different major cities like New York, Tokyo or London trade money between countries. They decide what the exchange rate should be. In other words - how many pesos, euros, francs or baht will it take to buy one United States dollar? The exchange rate is based on the ideas of supply and demand. For example, if people in the U.S. wanted to buy goods from Mexico, they would need Mexican pesos. This would create a demand for pesos. What happens when there is a greater demand for something? That's right, the value goes up. The value of the peso would then increase.

As the value of the currency goes up, so does the price of the goods. If the price goes too high, then the demand for that product goes down. When the demand is down, the value of the currency falls. It's a real economic rollercoaster! Have you ever thought of money as being weak or strong? Well, when the U.S. dollar has a high value, it is strong. It is usually strong when there is a great demand for American - made goods. The opposite can be true, too. If the value of the dollar is low, then the American dollar is weak.

What is a labor union?

A labor union is a group of workers who get together to help make their working conditions better. The first unions started in the 1860s because of the low pay, long hours and unsafe working conditions in most factories. One of the most well known labor unions is the American Federation of Labor (AFL). It was founded in 1886 and still exists today.

Samuel Gompers was the first president of the AFL and he held the office for almost 40 years.

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Economics
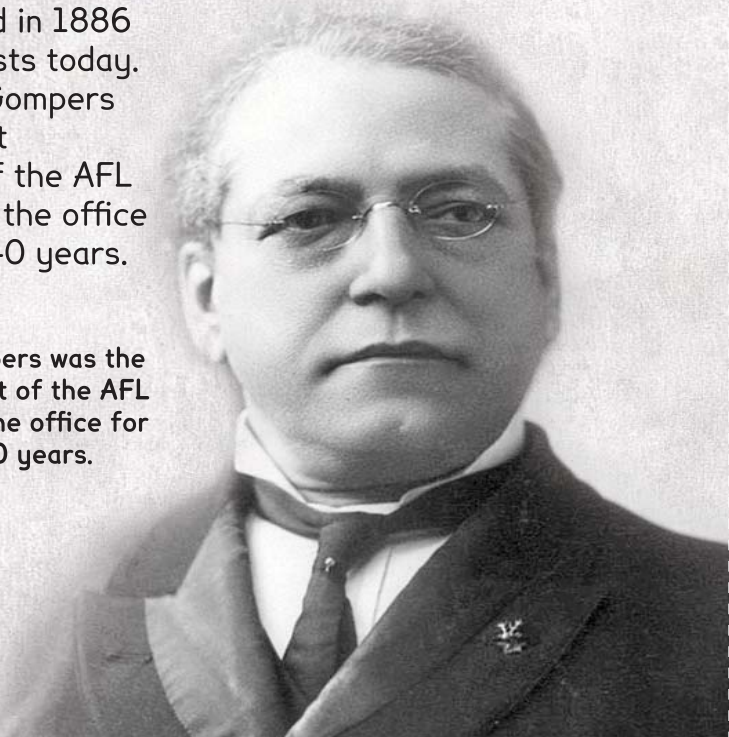
What is Productivity?

Productivity is how much of something a company can make in a certain amount of time. Take cars, for example. In the 1900s, many famous car companies were located in Michigan. These companies used assembly lines to make a lot of cars quickly. They had great productivity. Those cars cost less money, so more people could afford them. Carmakers wanted high quality cars that were built by hand. They didn't make as many cars, so the cars were more expensive. Fewer people could afford those cars, but the carmakers still made money because the price of each car was higher. Things were going well until the Great Depression. That was a time in the 1930s when many people were out of work and had no money. People couldn't afford big, expensive cars any more, and most carmakers went out of business.

Name _____

ACROSS
4. place in Quebec where immigrants arrived: _____ Isle
5. group of workers who get together to improve working conditions: labor _____
8. This occurs when large numbers of people move to cities.
9. invented the first lockstitch sewing machine: Elias _____
10. place in New York where immigrants arrived: _____ Island

DOWN
1. era that changed the way people produced goods: _____ Revolution
2. first president of American Federation of Labor: Samuel _____
3. country where the Industrial Revolution began
6. patented the cotton gin: Eli
7. built the first sewing machine for home use: Isaac Merritt _____
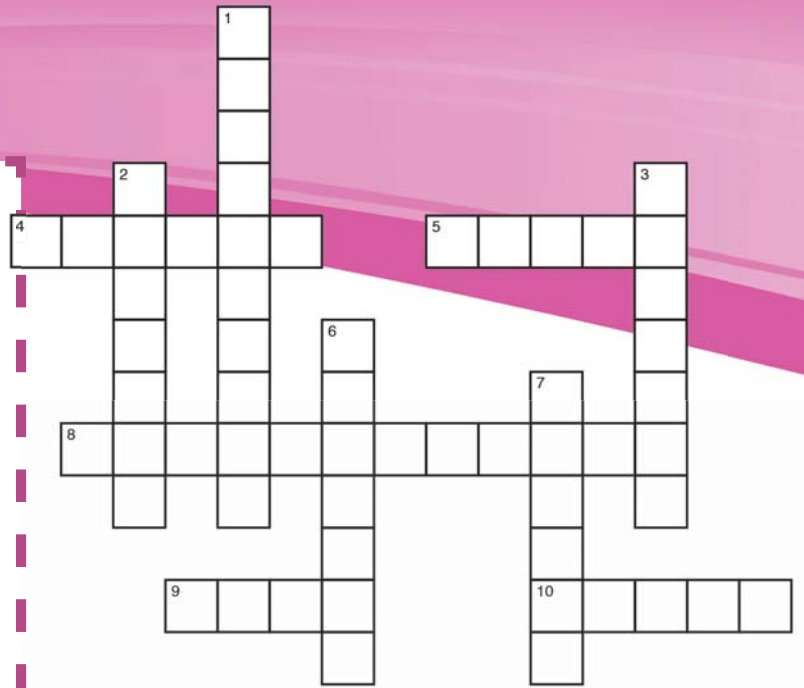
How Do I Use a Graph?

Graphs show numbers and then tell what those numbers mean.

Types of Graphs

Bar Graph – Bar graphs use bars of different lengths to give information. The bars can run from left to right across the graph or from the bottom up. You can use a bar graph to show how the numbers compare. Look at the bar graph about the U.S. population growth.

Pictograph – Pictographs are like bar graphs except they use pictures or symbols instead of bars. This pictograph shows different countries and how much ice cream they eat.
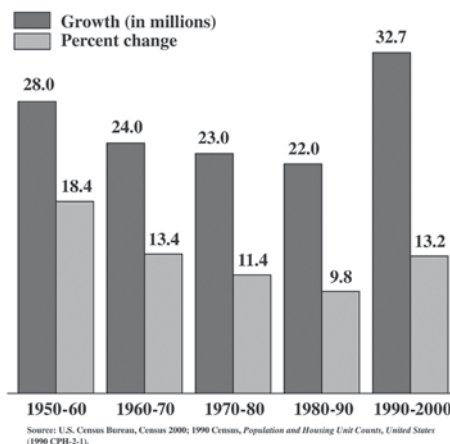
Pie Graph – Pie graphs use a circle to show 100 percent of something. The circle is divided into sections, or slices, of the pie. Each slice gives different information. Of the population in 2003, what percentage lived in China?

Line Graph – Line graphs show how information changes over time. One line shows units of time. Another line shows the information being measured. Inside the graph you'll see points that meet. You can use a line graph to see if the information is going up or down. This line graph shows the number of hurricanes since 1970. Have hurricanes increased or decreased?

Collect data from your class (age, height, number of boys and girls, etc.) and make a graph to reflect what you find. Share your graphs with your classmates.
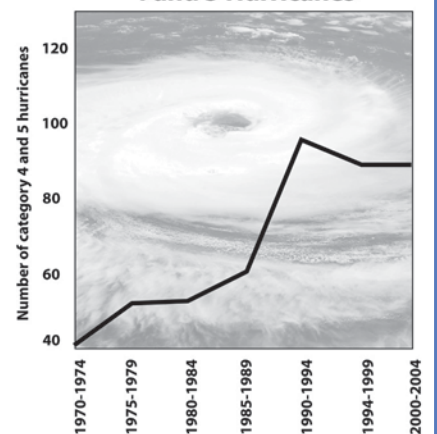
Bar Graph

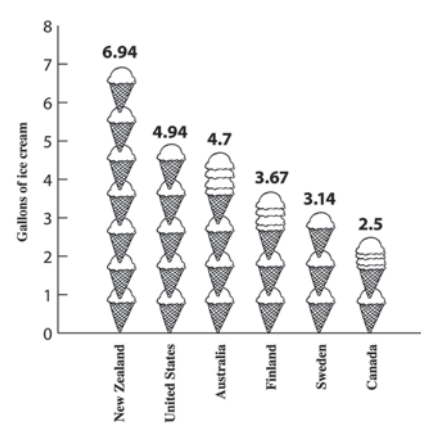**U.S. Population Growth: 1950-60 to 1990-2000**

Legend:
- Growth (in millions)
- Percent change

Period	Growth	Percent change
1950-60	28.0	18.4
1960-70	24.0	13.4
1970-80	23.0	11.4
1980-90	22.0	9.8
1990-2000	32.7	13.2

Source: U.S. Census Bureau, Census 2000; 1990 Census, *Population and Housing Unit Counts, United States* (1990 CPH-2-1).

Line Graph

Number of Category 4 and 5 Hurricanes

Pictograph

Gallons of Ice Cream Consumed Per Year, Per Person in 2002

Country	Gallons
New Zealand	6.94
United States	4.94
Australia	4.7
Finland	3.67
Sweden	3.14
Canada	2.5

Pie Graph

Population, 2003

- The Rest! 71.3%
- China 20%
- Germany 1.3%
- Japan 1%
- United Kingdom 1.9%
- United States 4.5%
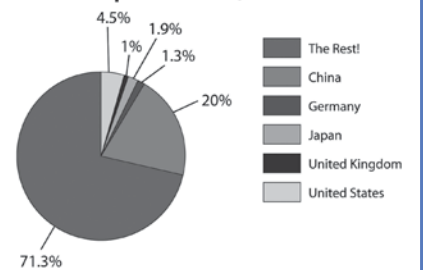
Think & Review
1. What is significant about the Industrial Revolution?
2. Why is the cotton gin considered to be one of the greatest inventions of the century?
3. What was a disadvantage of the Industrial Revolution?
4. How is the foreign exchange market useful?

Language Arts Connection
Use any color to highlight three relative adverbs (where, when, why) in this week's magazine. Underline the clause that contains the relative adverb and circle the noun that the clause modifies.

Let's Write
Many people have studied industrialization. One question they ask is, "Was the Industrial Revolution really a good thing?" Many positive things came from the Industrial Revolution (like mass production, lower prices, important inventions, etc.), but there were many negative things too (pollution, low pay, poor working conditions, etc.). What do you think?

As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

PARENTS: "like" us on Facebook
www.facebook.com/studiesweekly

If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

M-W:

Create a comic book: over 4 days, create your own comic book using the templates provided as your guide. Feel free to create your own version of the template as well.

Mon. Week 3 day 1: create your characters

Wed. week 3 day 3: create your story

Mon. week 4 day 1: illustrate your comic

Wed. week 4 day 3: complete your comic

For more information:

https://comicsforbeginners.com/free-online-tools-for-comic-creators/

F: Photo journal

Continue working on your photo journal, and use the following themes as inspiration.

Week 3: Stuck in place

Week 4: Family

Music: Read the information on Ragtime (week 3 Day 2) and Musical Theatre (week 4 day 2) and use YouTube, Spotify and other sources to listen to examples of the style of music. Pick a favorite and write why you liked it.

For Scott Joplin (week 3 day 4) & Leonard Bernstein (week 4 day 4): read the bio, listen to the songs by the composer, and write a reflection. Have you heard the music before? Where? Does it remind you of any modern songs? If yes, what song? The below links will take you to the songs.

Scott Joplin *Maple Leaf Rag* https://www.youtube.com/watch?v=rBInnwV21DM

Scott Joplin *The Entertainer* https://www.youtube.com/watch?v=TSoXBkF832I

Leonard Bernstein *Cool* from *West Side Story* https://www.youtube.com/watch?v=wugWGhItaQA

Once per week, use NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein

https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLyPLVV5ZP3toAOnj7OcVXN8voaQKFAzUY

Gr 5 week 3

Monday	Tuesday	Wednesday	Thursday	Fri
Art Create a comic book	Music Ragtime	Art Create a comic book	Music Scott Joplin	Art Photo Journal

Ragtime Facts
 Stylistic Origins: Cakewalk & African-American Folk music
Cultural origins: 1890's USA
Typical Instruments: Piano, sometimes Banjo
Mainstream Popularity: 1900's, 1910's, 1970's
Derivative Forms: Stride, novelty piano, quickstep, foxttrot,
honky-tonk
Fusion Genres: Jazz, Boogie Woogie, Bluegrass

Ragtime (or rag-time) is a musical genre which enjoyed its peak popularity between 1897 and 1918.
Its main characteristic trait is its syncopated, or 'ragged', rhythm. It began as dance music in American cities such as St. Louis and New Orleans years before being published as popular sheet music for piano.
Ragtime was a modification of the march made popular by John Philip Sousa, with additional polyrhythms typical of African music. The ragtime composer Scott Joplin became famous through the publication in 1899 of the Maple Leaf Rag and a string of ragtime hits that followed. For at least 12 years after its publication, the Maple Leaf Rag heavily influenced subsequent ragtime composers with its melody lines, harmonic progressions or metric patterns.
Ragtime fell out of favor as jazz claimed the public's imagination after 1917, but there have been numerous revivals since. First, in the early 1940s many jazz bands began to include ragtime in their repertoire and put out ragtime recordings on 78 rpm records. A more significant revival occurred in the 1950s as a wider variety of ragtime styles of the past were made available on records, and new rags were composed, published, and recorded.
In 1971 Joshua Rifkin brought out a compilation of Scott Joplin's work which was nominated for a Grammy Award. In 1973, the motion picture The Sting brought ragtime to a wide audience with its soundtrack of Joplin tunes. Subsequently, the film's rendering of Joplin's 1902 rag The Entertainer was a Top 5 hit in 1974.
Ragtime (with Joplin's work in the forefront) has been cited as an American equivalent of minuets by Mozart, mazurkas by Chopin, or waltzes by Brahms. Ragtime influenced classical composers including Erik Satie, Claude Debussy and Igor Stravinsky. Ragtime was included in the dance styles of Vernon and Irene Castle, and influenced the English ballroom dances, the foxtrot and the quickstep.

Hey Kids, Meet
Scott Joplin
American Musician and Composer (1867 or 1868-1917)

Scott Joplin, the second of six children, was born sometime between June 1867 and January 1868 in Eastern Texas. His father was a slave, while his mother was born a free black woman. After 1871 Joplin and his family moved to Texarkana, Texas. It was then that young Scott taught himself music on a piano in a home where his mother worked.

Exhibiting musical ability at an early age, Joplin received free music lessons from a local German music teacher. His teacher not only trained him to play the piano well, but also gave him a well-rounded knowledge of classical music form. It was this training in classical form that served him in later years in developing his compositional style.

In the late 1880's Joplin left home to pursue his musical career. By 1898 Joplin had sold six pieces for the piano. By 1889 he had published his most celebrated composition, *Maple Leaf Rag* which placed Joplin at the top of the list of ragtime performers and established ragtime as an important musical form. In the early 1900's, Joplin and his new wife, Belle, moved to St. Louis, Missouri. While living there, he composed some of his best-known works including *The Entertainer* and *Elite Syncopations*.

Scott Joplin died April 1, 1917. He remains the best-known ragtime composer and performer. He also is regarded as one of the three most important composers of classic ragtime.