

5th Grade week 7



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up and Independent Reading</p> <p>Reading</p> <ul style="list-style-type: none"> -Watch the youtube video: What is Bollywood? https://youtu.be/WikpP_WCZeQ -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <p>-Read, "Hooray for Bollywood"</p> <p>-Answer Questions, 1, 2</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Read, "Stories for Everyone"</p> <p>-Answer Questions, 3, 4, 5, 6</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Read, "A Trip to the Theater"</p> <p>-Complete highlighting task and question 7.</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Complete Discussion Questions 1 and 2</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>
8:30	<p>Language</p> <p>-Daily Language Practice</p>	<p>Language</p> <p>-Daily Language Practice</p>	<p>Language</p> <p>-Daily Language Practice</p>	<p>Language</p> <p>-Daily Language Practice</p>	<p>Language</p> <p>-Daily Language Practice</p>
9:00	<p>Reading</p> <p>-Read, "Gandhi's Legacy: Civil Rights in India and Beyond"</p> <p>-Complete, Before You Read and Question 1</p> <p>-Read, "Putting Faith in Satyagraha"</p> <p>-Answer, Questions 2, 3</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Read, "The Salt March"</p> <p>-Answer Questions: 4-8</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Read, "Gandhi's Influence"</p> <p>-Answer Questions: 9, 10</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Complete, Highlighting Task and Question 11</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Watch the youtube video about Gandhi: https://www.youtube.com/watch?v=WM2UEI4p8bl</p> <p>-Complete Activity: Mahatma Gandhi, Famous Activist See Mahatma Gandhi</p> <p>-Reading Comprehension Journal</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal</p> <p>How did protests using Satyagraha, Gandhi's non-violent technique, help India gain their independence from the British government?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Would you participate in The Salt March with Gandhi? Why or Why not?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Why do you think Gandhi's non-violent technique influenced Martin Luther King, Jr. And Cesar Chavez</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Gandhi Quote, "In a gentle way, you can shake the world." What does that mean?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Do you think that non-cooperative movements or marches are the right way to create changes in laws or opinions? Explain your answer.</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Khan Academy Videos:</p> <p>"Measurement word problem: running laps"</p> <p>"Measurement word problem: elevator"</p> <p>Activity:</p> <p>Solve Multistep Customary Measurement Problems (12.2 Reteach)</p>	<p>Math</p> <p>Khan Academy Videos:</p> <p>"Measurement word problem: blood drive"</p> <p>"Measurement word problem: distance home"</p> <p>Activity:</p> <p>Solve Multistep Customary Measurement Problems (12.2 More Practice/Homework)</p>	<p>Math</p> <p>Activity:</p> <p>Represent and Interpret Measurement Data in Line Plots (12.3 Reteach)</p>	<p>Math</p> <p>Activity:</p> <p>Represent and Interpret Measurement Data in Line Plots (12.3 More Practice/Homework)</p>	<p>Math</p> <p>Khan Academy Video:</p> <p>"Converting units: minutes to hours"</p> <p>Activities:</p> <p>Convert Time and Find Elapsed Time (12.4 Reteach)</p> <p>Convert Time and Find Elapsed Time (12.4 Additional Practice)</p>
12:30	<p>Art</p> <p>Read about Robert Seldon Duncanson</p>	<p>Music</p> <p>Read about Hip-Hop write a reflection</p>	<p>Art</p> <p>Create Landscape art in the style of Duncanson</p>	<p>Music</p> <p>Listen & respond to Hip Hop & speculate on next style of music</p>	<p>Art</p> <p>Work on Photo Journal</p>
1:30	<p>Social Studies</p> <p>-Read, <i>Government in North and South America and Daily Dose of Murder</i></p>	<p>Social Studies</p> <p>-Read, <i>The Rights of the People and How are Canadian Values Affected by it English and French Heritage?</i></p>	<p>Social Studies</p> <p>-Read, <i>Madero's Legacy; The Right to Start Your Own Business and Starting a Small Business</i></p>	<p>Social Studies</p> <p>-Complete Activities: Crossword Puzzle; Climate and Resources of North and South America</p>	<p>Social Studies</p> <p>-Read, <i>Amendments</i></p> <p>-Complete: Think & Review and Let's Write</p>
2:00	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>
2:30	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> • Literacy • Math • Science • Social Studies • Art • Music 	<p>Student Learning Kits</p> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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Additional Student Supports:

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



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

Online Learning:

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

Movement & Mindfulness Break Options:

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

5th Grade

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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					



Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

Imagine Language & Literacy

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don't help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.



Imagine Math PreK-2

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don't help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

Imagine Math 3+ (3rd grade- Geometry)

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend



they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the **HELP tabs** to learn multiple strategies when they encounter a challenging problem and to access the **live teacher** who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- ✓ [Language Support for ELs in Imagine Math](#)
- ✓ [Meet the Live Teachers at Imagine Math](#)

Our Virtual Support Commitment to You

Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [Imagine Learning University](#) (teachers will need to create an account)
- [Pre-recorded Webinar- Getting Started with Imagine Language & Literacy](#)
- [Pre-recorded Webinar- Getting Started with Imagine Math \(PreK-2\)](#)
- [Pre-recorded Webinar – Getting Started with Imagine Math \(3+\)](#)
- [Live Webinars](#)
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- <https://www.imaginelearning.com/at-home-educator>
- <https://www.imaginelearning.com/at-home>

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger

Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com



Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit [imaginelearning.com/at-home](https://www.imaginelearning.com/at-home) to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:



For Imagine Math, students should use Clever logins and then click on this tile:



**If needed upon first login, use this Site Code: 3904378.*

Clever Login Example:

Username: ccbiyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager

Art & Music Gr 5 Week 7

Art: Learn about artist Robert Seldon Duncanson by reading the biography sheet or visiting

<https://daily.jstor.org/marking-the-grave-of-the-first-african-american-landscape-artist/>

Mon: View selections Duncanson's art, and write a response to at least one of the works. Ask yourself what you think he intended with his art. How does it make you feel? Why or why not?

<https://americanart.si.edu/artist/robert-s-duncanson-1353>

Wed: Create an original Landscape work in the style of Duncanson, using whatever art tools you have available (crayon, chalk, paint, pen, pencil, marker), using a scene from your neighborhood to inspire the work. Write a statement on why you selected the subject of your art.

Fri. Complete work on your photo journal, and use the following themes as inspiration.

Week 7: Future: The future is always on our minds—what will I be when I grow up, what will school be like next year, what will the world look like when I am an adult, etc. Record your thoughts in an essay or artist's statement.

Music: Tue: Read the information about Hip-Hop and write a reflection on the influence of Hip Hop.

Thu: Listen to at least two selections, and write a reflection on how Hip Hop makes you feel, and predict what the next style of music will be.

<https://www.youtube.com/watch?v=sLf4i078eDc> Sugar Hill Gang, *Rapper's Delight*

https://www.youtube.com/watch?v=qBiA_po8TYM Run DMC *It's Tricky*

<https://www.youtube.com/watch?v=XCou76T5Y9Q> Lil' Nas X *Old Town Road* (w/Billy Ray Cyrus)

Supplemental: NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLyPLVV5ZP3toAOnj7OcVXN8voaQKFazUY>

Monday	Tuesday	Wednesday	Thursday	Fri
Art Read about Robert Seldon Duncanson	Music Read about Hip-Hop write a reflection	Art Create Landscape art in the style of Duncanson	Music Listen & respond to Hip Hop & speculate on next style of music	Work on Photo Journal

5th Grade

Week 7: Art



Biography of Robert Seldon Duncanson

By the 1860s the American press proclaimed Robert Seldon Duncanson the “best landscape painter in the West,” while London newspapers hailed him as the equal of his British contemporaries. Both then and now he rivaled the achievements of American landscape painters such as Thomas Cole, Asher Brown Durand, and John Frederick Kensett, who shaped the country’s early landscape tradition in the Hudson River Valley style.

Born to an African-American mother and Scottish-Canadian father, Duncanson grew up in New York near the Canadian border in the 1820-1830s. By 1842 he was known for his painting, exhibiting in Cincinnati Ohio where he moved after childhood. He found patrons among local abolitionists including Nicholas Longworth who commissioned him to paint 8 murals in his home. Longworth also sponsored his first trip to Europe for “Grand Tour,” making him the first known African American artist to do so. He traveled throughout the United States and Europe and was friends with many painters who influenced his style. He died of mental illness that may have been partly a result of lead paint poisoning in 1872.

Gr 5 W7 D2 Music HIP HOP Background information

Hip hop is a type of culture/art style that started in the 1970s. It began in Jamaican-American, African-American, and Latino-American urban areas in some of the larger cities of the United States. Hip hop uses a style of singing called rapping. The singer or group chants or says words with a rhythm that rhymes. The lyrics of hip hop songs are often about the life of urban people in the big cities. Hip hop music also uses musical styles from pop music such as disco and reggae. Rap and hip hop music have become successful music genres.

Hip hop as a culture involves the music as well as a style of dressing called "urban" clothes (baggy pants, Timberland leather work boots, and oversize shirts); a dancing style called breakdancing or "B-Boying"; and graffiti, a street art in which people paint pictures or words on walls. In the 2000s, hip hop music and hip hop culture are very popular in the United States and Canada. Hip hop musicians usually use nicknames. Many of the popular hip hop musicians from the 2000s use nicknames, such as Snoop Dogg, Jay-Z, Eminem, Lil' Wayne, and 50-Cent.

The Five Elements of Hip-Hop:

1. Emcee: an acronym for the Master of Ceremonies. Emcees began as hosts at hip-hop parties who would prompt the breakers to dance. Influenced by original spoken-word artists, emcees began to do rhythmic call-and-response with the audience, a technique that eventually morphed into the poetic form of rapping that we know now. .
2. DJ: The DJ existed before hip-hop. It's an acronym for the word disc jockey. Originally, the DJ's job was to play recorded music for an audience either on radio or live for an audience. But the hip-hop DJ took it to the next level by making record spinning into an art form called turntabalism.
3. Breaking: The dance element of hip-hop, performed by dancers called B-Girls or B-Boys. Birthed in the late 1970s in New York, breaking blended movement styles such as jazz and martial arts with dance styles from the Caribbean, Latin America, and Africa. B-Girls and BBoys got their name because they danced over the DJ's "breaks" at hip-hop parties in the Bronx.
4. Graffiti: hip-hop's visual element. The modern form of graffiti or "graff" actually began before hip-hop music and dance, but it quickly became a part of the culture as many graffiti artists grew up in the same area as other hip-hop artists. Many graffiti artists are emcees, deejays, and/or breakers.
5. Beatboxing: also known as the "Fifth Element,;" the ability to make a beat with one's mouth instead of drums or drum machines. Beatboxing became a staple sound of hip-hop and modern dance music.

Hooray for Bollywood!



■ **Before you read the passage:**

1. **Hollywood** is a district in California that is famous around the world for making movies and television shows. You've probably seen movies made in Hollywood, but have heard of Bollywood? What do you think it is? Write an answer or a prediction below.

➡ **Read the passage and answer the questions.**

Hooray for Bollywood!

Written by Kathiann M. Kowalski

Mili is a young woman who longs to become a movie star. Munna, Mili's friend, is a streetwise guy with no steady work. As Mili urges Munna to find a good job, he whistles to his friends, who gather around him. Suddenly, they all begin dancing down the streets of Mumbai. Munna sings along with the music's pulsing beat: "If you want to live, live like me."

As the song plays on, the setting suddenly shifts to the beach. Munna—joined by his friends and Mili—spins and leaps along the seashore and between the rocks. The group continues their dance in the water, right in the waves! Then the song ends, and suddenly everyone is dry and back on the street, and Munna is offering to buy Mili an ice cream. Was this a dream? Nope! Just a little bit of Bollywood magic.

This is a scene from Ram Gopal Varma's film *Rangeela*, and it's one of the thousands of examples of Indian cinema. Over 1,600 feature films are produced by Indian film studios each year—more than twice

the number produced by film studios in the United States. And although Indian cinema is incredibly popular in the country that makes it, these movies have fans all across the globe.

Welcome to Bollywood

Indian filmmaking began with short silent movies in 1897, but since then, it has grown into a major industry. The city of Mumbai is one of the centers of Indian cinema and is known as India's Hollywood—nicknamed “Bollywood,” because the city used to be known as Bombay.

The languages spoken in India are as numerous and beautiful as the movies. Bollywood films are produced mostly in Hindi with a mix of Urdu, Punjabi, and occasionally English thrown in. Other cities make films too. For example, studios in “Kollywood” make Tamil-language films and “Tollywood” is dedicated to making films in the Telugu language.

Most Bollywood films are lavish productions. The stars are gorgeous and glamorous. The settings showcase spectacular scenery and vibrant colors. Music and dance numbers come alive with elaborate choreography. Special effects, amazing coincidences, and sudden plot shifts can make Bollywood movies seem unreal.

“The movies don't always make sense,” admits Gaurav Jain, who grew up in Dehradun (a city 143 miles north of New Delhi) and who has also lived in Mumbai. “But India is so chaotic that people go to a movie theater for three hours to relax and to enjoy a fantasy world. The movies are extravagant fantasies.”

Stories often have lots of melodrama, or exaggerated emotions. Like fairy tale romances, good usually triumphs over evil, and true love conquers all. In most cases, that's what audiences want. Ultimately, the films underscore what's important in life: love of family and friends, the community, and survival against difficult odds.

2. According to the author, why are melodramatic, extravagant movies popular in India?

- They improve awareness about problems like poverty.
- They show life the way it really is in India.
- They provide an escape from real life.
- They are made in the languages the people speak.

Stories for Everyone

Successful Indian films usually have broad appeal. While there's lots of romance, objectionable scenes are rare. "Most Indian movies are made such that the entire family, from kids to grandparents, can watch as one family," notes Jain.

Movies often stress themes such as respect, honor, loyalty, and tradition. When parents disapprove of a relationship, for example, couples try to win them over, rather than defy them outright. Even modern songs often draw on traditional ones, using instruments from classical Indian music or certain poetic forms for lyrics.

"Masala [mah-S AHL-ah] movies" are extremely popular. Like masala—a mixture of spices—the movies offer something for everyone. There's romance, comedy, action, fantasy, and more. Many films last three hours in order to fit everything in.

3. Why are masala movies named after a blend of spices?

- They are three hours long.
- They show how to prepare Indian food.
- They have great variety.
- They encourage respect and tradition.

4. Identify the characteristics that describe Bollywood movies and those that do not.

Place a check mark (✓) in the correct column for each answer.

	Bollywood	not Bollywood
appeals to the whole family		
actors speak only English		
happy ending to the plot		
colorful cartoon animation		
intense high-speed car chases		
dance numbers		

Some films combine history with mythology. In Ashutosh Gowariker’s 2001 movie *Lagaan*, a ruthless English captain tries to triple poor villagers’ taxes. The outcome depends on a cricket match between English soldiers and the villagers. Meanwhile, a story about star-crossed lovers echoes themes from Hindu mythology.

Other films are based on true events. The 2016 movie *Dangal*, directed by Nitesh Tiwari, tells the true story of two sisters, Geeta Phogat and Babita Kumari, who became India’s first world-class female wrestlers. Audiences loved it—both in India and in other countries. In fact, it’s near the top of the list of most popular films in China and is one of the most successful Indian films ever made.

Movies also present clashes between cultures. Yash Chopra’s 2004 film *Veer-Zaara* tells about an ill-fated love between an Indian man and Pakistani woman—a topic relevant to many because Pakistan and India have been in conflict for more than half a century. Despite the conflict between the two countries, many people from Pakistan enjoy watching Indian cinema.

Other cultures have a growing interest in Indian movies, too. Mira Nair’s *Monsoon Wedding* (2001) and Gurinder Chadha’s *Bride and Prejudice* (2004) are two “crossover films.” They have elements of Bollywood films, but their directors live abroad and tailored the films to audiences outside India.

5. Refer to the four paragraphs above to match each movie title to its description. Draw a line to connect each match.

Monsoon Wedding	combines history with mythology
Veer-Zaara	popular in India and China
Dangal	culture-clashing relationship
Lagaan	appeals to audiences outside of India

6. Which description sounds like it could be a typical “Bollywood” movie?

- A poor man falls in love with a woman from a rich family.
- A group of people travel to Mars to start a new settlement.
- A woman balances her time between her job and family.
- A family travels across the country for a funeral.

A Trip to the Theater

One of India’s most popular films is *Dilwale Dulhania Le Jayenge*, a romance directed by Aditya Chopra. It premiered in 1995—and audiences have been able to watch it in a theater every day since! Some fans

have seen it 50 times or more and are able to say the lines along with the characters. It's the longest-running Indian film in history.

No matter what they're playing, theaters in India provide their own unique experience. Often moviegoers sing along with songs, cheer, and even shout at characters on screen. If a theater isn't air-conditioned, the buzzing of electric fans may compete with the soundtrack. The noise is all part of the fun.

Of course, people in India don't really go around singing in the streets and on beaches in large dance numbers. After all, Americans aren't all cowboys, spies, or superheroes—even though they often appear to be so in movies.

Yet while Indian films' fantasies may not come true in real life, they provide grand entertainment to audiences around the world!



Go back through the text and highlight at least **four** reasons

Bollywood movies are so popular.

7. Use the information you've highlighted and the answers to the questions to explain why Bollywood movies are so popular. Write at least five sentences. Be sure to write about the following:

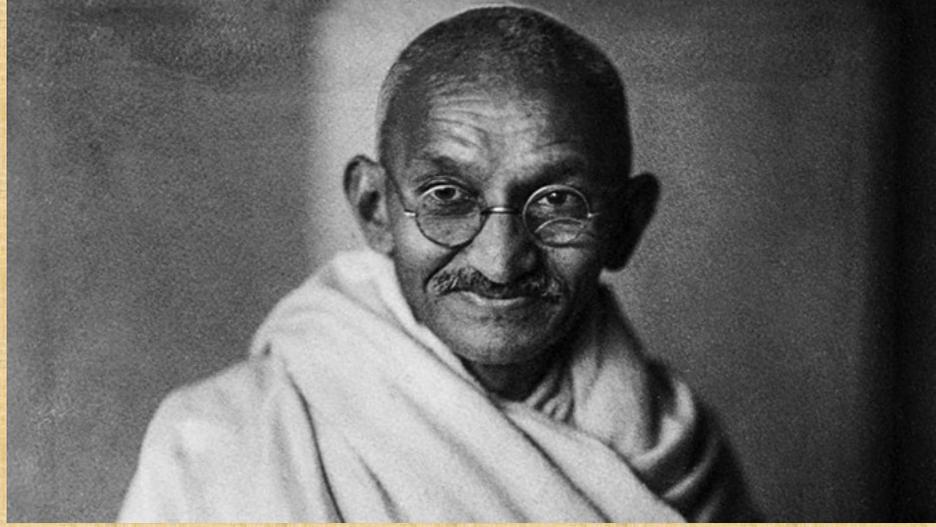
- some of the characteristics of Bollywood movies
- why movies are important to the people of India
- why some movies play in the theater for years

Discussion Questions

1. Read this quote from the passage: "The movies don't always make sense. But India is so chaotic that people go to a movie theater for three hours to relax and enjoy a fantasy world. The movies are extravagant fantasies." Is this true for any movie-going experience, not just in India? Explain your answer.

2. Pakistan and India have had wars and territorial disputes for over 50 years, yet many people from Pakistan enjoy watching Indian cinema. Do you think Indian-made movies could help change the relations between the two countries?

Mahatma Gandhi: Famous Activist



Why did Gandhi say, "Peace is a better way?"

Write something interesting you learned about Gandhi.

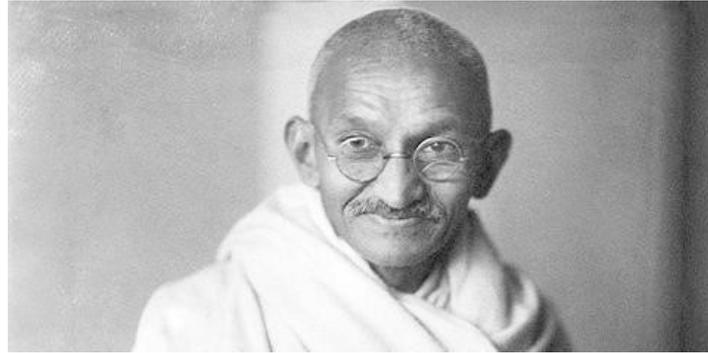
What details did you learn about Gandhi's education?

Share an interesting fact about Gandhi's childhood.



Write a journal entry as if you were Gandhi during The Salt March.

Gandhi's Legacy: Civil Rights in India and Beyond



■ **Before you read the articles:**

Mohandas Karamchand Gandhi was born in India in 1869. At age 19, he went to London for law school. After graduating, he got a job in South Africa and was shocked at the treatment that he and others received at the hands of the British officials and citizens in South Africa. He returned to India and spent the rest of his life working to liberate the Indian people from the tyranny of the English government.

Gandhi's birthday is now a national festival. Throughout India people decorate his statues with garlands of flowers. But what did Gandhi do that left such a remarkable impact on India?

1. Scan quickly through the three articles below, looking at the headings and images. What do you want to learn about Gandhi? Write one question below.

➡ **Read the first article and answer the questions.**

Putting Faith in Satyagraha

Written by Pamela D. Toler

Force of Truth

Mahatma Gandhi was an Indian activist, leader, and teacher. He led the movement to free India from British rule, but his impact was felt far beyond the borders of his native country. He showed the world that non-violent protest could lead to change.

Gandhi lived from 1869–1948. From 1922 to the end of his life, he wore the style of clothing worn by the poor people of India.

Gandhi called his technique of non-violent resistance satyagraha, which means “holding firmly to truth” in Sanskrit. Gandhi knew that a violent revolution could never make India free, so he taught his followers to break oppressive laws in non-violent ways and then accept the legal punishment for their actions.

Non-Violent Non-Cooperation

By the time Gandhi began his campaign for Indian independence, the British had ruled the country for almost 200 years. Many people had recently started rebelling against British rule, believing India should be an independent, self-governing nation.

In March 1919, the British government passed laws that gave them the right to imprison anyone suspected of rebellion without giving them a trial. Gandhi, who was already well known for defending India’s lower classes, organized a “work suspension day” as the first step in a national satyagraha campaign against these laws. People across India left their jobs for the day to participate in the protest.

2. Why did people participate in the “work suspension day” that took place in March 1919?

- to defend lower classes of Indian people
- to show support for their British rulers
- to support the fight against new, unfair British laws
- to have time off with their families

Later, Gandhi began the Non-Cooperation Movement. He called for a boycott of British institutions, goods, and services. Hundreds of thousands of Indians participated. Many wore clothes made from homespun cotton instead of imported cloth. Elected officials gave up their positions. Lawyers refused to try cases in the courts. Civil servants left their jobs, and students left their schools. This movement lasted from September 1920 through February 1922.

Independence for India

Gandhi and his followers continued the struggle for freedom from British rule. Gandhi was put in prison several times for organizing protests. On January 26, 1930, the Indian National Congress declared India’s independence, but the British government refused to agree with the declaration.

After years of persuasion, protests, and non-cooperation movements, India finally gained its independence in 1947. But Gandhi’s use of satyagraha didn’t stop. He continued to protest persecution and injustice, always fighting for a better world. In 1948, Gandhi began a fast to protest the persecution of Muslims. Two weeks later he was shot and killed. The extremist Hindu activist who shot him felt that Gandhi was too lenient toward Muslims. Although Gandhi lived only a short time after India’s independence, his teachings continue to live on in the hearts and actions of people everywhere.

3. What did you learn about Gandhi in this first passage? Write 1–2 sentences below.

 Read the second article and answer the questions.

The Salt March

Written by Pamela D. Toler

The American Revolution had the Boston Tea Party. The Indian independence movement had Gandhi's Salt March.

At the beginning of the 20th century, the British government controlled the production and sale of salt. Even though India had many natural salt fields, all salt used in India was imported from Britain. It was illegal for Indians to make or sell salt. If someone who lived near the sea picked up a piece of natural salt, they could be arrested.

Then, in 1923, the British doubled the tax on salt. This change affected everyone, but the burden weighed most heavily on the poorest peasants and laborers, who needed salt every day to keep them from getting dehydrated as they worked in the hot sun.

Gandhi's March

In 1930, Mahatma Gandhi used the issue of the salt tax to turn non-violent non-cooperation into a mass movement. Gandhi argued that the salt monopoly was an example of unjust British rule that affected all Indians, because everyone needed salt.

Gandhi began his campaign by sending a letter warning the viceroy of India that he was going to break the salt laws. Ten days later, Gandhi began a 240-mile march to the sea with 78 followers who represented a crosssection of Indian citizens. They planned to gather salt from the shore to protest the tax.

The marchers walked 12 miles a day along dusty dirt roads. Some could not keep up and continued the journey in carts. Gandhi, who was 60 years old and in poor health, walked every step of the 25-day trek. He paused at villages along the way to talk to the locals about the protest and the independence movement.

Crowds gathered along the route to cheer the marchers. Journalists from around the globe followed them, reporting their progress each day to a watching world. By the time Gandhi reached the shore at Dandi on April 5, several thousand protestors were marching with him.

4. What is the most likely reason for Gandhi's choice to walk to the sea?

- so he could meet viceroy along the way
- to help improve his health through exercise
- to gather attention and support along the way
- so he could take short cuts along the route

Gandhi spent the night in prayer with his followers. Then, early the next morning, he walked along the beach until he found a lump of natural salt. He held it up and urged Indians to resist the tax by manufacturing their own salt.

A National Movement

People all across India responded to the Mahatma's call for non-violent resistance. Villagers along India's coastline went to the beach to harvest salt.

The police arrested between 60,000 and 100,000 people for salt-related crimes and protests. True to the principles of satyagraha, Gandhi's followers did not resist arrest. Gandhi himself was arrested on May 4.

5. Circle the option that best completes the sentence?

Gandhi's followers did not resist arrest because they wanted to gain freedom through _____.

- salt-related crimes
- non-violent resistance
- acceptance of from English rules
- legal punishment

With demonstrations breaking out throughout India, the British government was forced to negotiate with Gandhi and other jailed Indian leaders. On March 5, 1931, the viceroy finally signed a pact. Indians who lived in salt-rich areas were allowed to collect the mineral for their own use. Political prisoners, including Gandhi, were released. Most importantly, the British scheduled a conference with Indian nationalist leaders to discuss changes in their rule of India.

Gandhi's salt march brought India 240 miles closer to independence.

6. During the American Revolution, colonists protested the Tea Tax imposed by the British government by dumping tea into Boston Harbor. Gandhi compared the Salt March to the Boston Tea Party. Why did he make that comparison?

- Both protests helped begin a civil war.
- Both protests happened near water.
- Both protests were about an unfair tax.
- Both protests involved British soldiers.

7. Number the events 1 - 5 to show the order in which they happened.

- ___ Gandhi's followers leave their jobs and schools.
- ___ Gandhi dies.
- ___ People in salt-rich areas are allowed to collect salt.
- ___ India gains its independence.
- ___ Gandhi picks up natural salt from the beach.

8. What additional information about Gandhi does the second passage provide? Write 1–2 sentences below.

 Read the final article and answer the questions.

Gandhi's Influence

Written by Jennifer P. Baker

When thinking about the impact Gandhi had, many people only consider his influence on India. Yes, Gandhi stood up to the British Empire and led India to independence. However, Gandhi's use of passive resistance has also served as a model for leaders and activists throughout the world. Let's look at how two well-known statesmen used Gandhi's teachings to fight for equality and freedom.

Dr. Martin Luther King, Jr.

Dr. Martin Luther King, Jr. applied Gandhi's ideas to the Civil Rights Movement in the United States. King had become disappointed with the lack of success within the movement. He began to wonder if love was really the answer or if people were just too hateful to truly care for one another.

As he questioned his mission, King sought more information about the life of Gandhi. The Indian leader's influence on King was profound. "As I delved deeper into the philosophy of Gandhi, my skepticism concerning the power of love gradually diminished, and I came to see for the first time its potency in the area of social reform." King used his understanding of Gandhi's work as the basis for his civil rights movement in the United States. His actions led to major changes in the lives of African Americans throughout the country.

Cesar Chavez

American farm worker Cesar Chavez saw the similarities between the fight for worker's rights and Gandhi's struggle for freedom from oppression. Chavez used the work of Gandhi to gain support for migrant farm workers in the southwestern United States.

Chavez created a group to organize strikes, boycotts, and other non-violent protests to make farm owners change the treatment of their workers. As he defended workers' rights, Chavez often talked about Gandhi and his peaceful push for change.

9. Draw a line to match each person to the contribution he was most known for.

Mahatma Gandhi	organized strikes to gain rights for farm workers
Dr. Martin Luther King Jr.	encouraged non-violent resistance as a way to bring change
Cesar Chavez	promoted civil rights for all people

10. Draw a line to match each article title to the information from the article.

"Putting Faith in Satyagraha"	People walked out of their jobs.
"The Salt March"	King saw the power of love in social reform.
"Gandhi's Influence"	The viceroy signed a pact.



Go back through the **three** articles in this text. Highlight **one** or more examples in **each** article that shows the importance of Gandhi's influence. You should have at least **three** highlights.

11. Use the information you've highlighted and the answers to the questions in each of the three articles to write about Gandhi's influence in India and beyond. Write at least five sentences. Be sure to write about the following:

- what non-violent resistance was
- how and why Gandhi promoted non-violent resistance
- how Gandhi's ideas influenced the world

Discussion Questions

1. In what way do you think Gandhi has had a bigger influence? Is it through the changes he set in motion in his own country? Or is it through the influence he has had on others who wanted to promote change, like Martin Luther King, Jr. or Cesar Chavez?
2. If you could have a conversation with Gandhi, Martin Luther King, Jr., or Cesar Chavez, what would you want to talk about?

Solve Multistep Customary Measurement Problems

An elevator can carry 2 tons. Two people from a moving company are loading 45-pound boxes into the elevator. Can the elevator carry the movers, who weigh 185 pounds and 230 pounds, and 35 boxes?

- A.** How many pounds are in 2 tons?
 $2 \text{ T} = 2 \times 2,000 = 4,000 \text{ lb}$
- B.** How much do the boxes weigh?
 $35 \text{ boxes} \times 45 \text{ lb per box} = 1,575 \text{ lb}$
- C.** How much do the movers weigh?
 $185 \text{ lb} + 230 \text{ lb} = 415 \text{ lb}$
- D.** How much do the movers and boxes weigh together?
 $1,575 \text{ lb} + 415 \text{ lb} = 1,990 \text{ lb}$

So, the elevator can hold the movers and the boxes, because they weigh less than 4,000 pounds or 2 tons combined.

- 1** Shawon is making curtains for the windows in his room. He has 3 windows and needs a fabric piece that is 72 inches long for each window. Fabric to make curtains costs \$8 per yard. How much will it cost to buy the fabric for the curtains? Explain.

- 2** A school booster club makes 40 pints of hot chocolate. They plan to sell servings of the hot chocolate that are 10 fluid ounces at a fundraising event. How many servings can they sell? Explain.

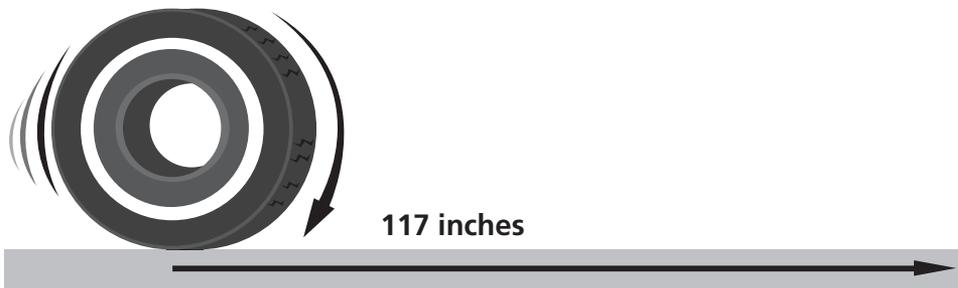
Solve Multistep Customary Measurement Problems

- 1** The first platform of the Eiffel Tower is 2,280 inches above the ground. The second platform is 376 feet above the ground. How many yards separate the first platform from the second platform?

- 2** Henri buys 126 inches of a fabric that costs \$12 for each yard. How much does Henri pay for the fabric?

- 3** Elsa buys 27 quarts of punch for a party. Each serving is 8 fluid ounces. If the guests drink 100 servings of punch, how many fluid ounces of punch are left over?

- 4** A truck travels 117 inches for each rotation of its tires. How many rotations do the tires make when the truck travels 5,200 yards?



- 5** At a local animal shelter, there are 12 small-sized dogs and 5 medium-sized dogs. Every day, the small-sized dogs are each given $12\frac{1}{2}$ ounces of dry food and the medium-sized dogs are each given 18 ounces of the same dry food. How many pounds of dry food does the shelter serve in one day?

Test Prep

- 6** Ms. Namgung's electric hedge trimmer has a 10-foot cord. Each of her extension cords is 50 feet long. The farthest hedge is 40 yards from the electrical outlet. How many extension cords will Ms. Namgung use to trim all the hedges? Explain.

- 7** A recipe for stew calls for $2\frac{1}{2}$ pounds of meat, 22 ounces of beans, 14 ounces of carrots, and 2 pounds 6 ounces of potatoes. Which is the weight of the ingredients in the stew in pounds?

- (A) $5\frac{1}{8}$ pounds
(B) $7\frac{1}{8}$ pounds
(C) 41 pounds
(D) 114 pounds

- 8** A crayon weighs $\frac{1}{2}$ ounce. There are 96 crayons in a box. The box weighs 4 ounces. How many pounds do 12 boxes of crayons weigh?

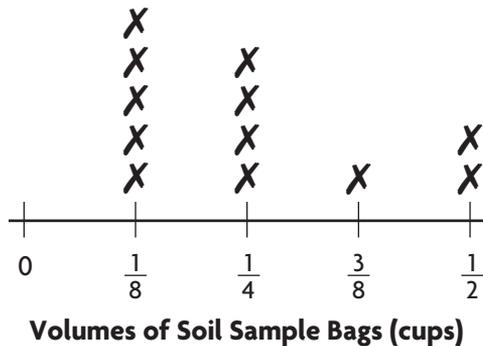
Spiral Review

- 9** Three students share 10 pieces of construction paper equally. How many pieces does each student get?

- 10** Write and solve a word problem that can be modeled by the expression $\frac{1}{3} \div 4$.

Represent and Interpret Measurement Data in Line Plots

The line plot shows the volumes of soil in bags of soil samples.



If the total amount of soil is redistributed equally among the bags, how much would be in each bag?

- A.** Write and solve an equation to find the total amount of soil in the bags.

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{3}{8} + \frac{1}{2} + \frac{1}{2} = 3 \text{ cups}$$

- B.** How many bags are there? 12

- C.** Divide to redistribute the soil evenly in all bags.

$$3 \div 12 = \frac{1}{4} \text{ cup per bag.}$$

Use the line plot for 1–2.

- 1** How much greater is the volume of the bag with the greatest volume than the bag with the least volume?

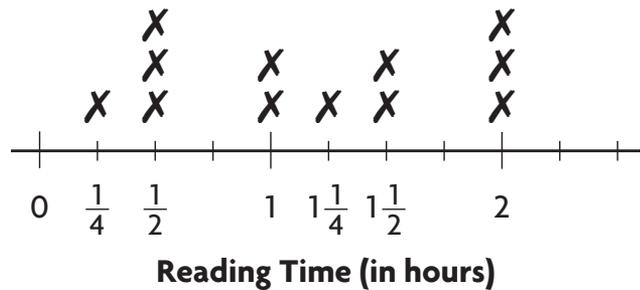
- 2** If each sample were split into new $\frac{1}{8}$ -cup bags, how many bags would there be?

Represent and Interpret Measurement Data in Line Plots

- 1** MP **Use Structure** Suraya records the heights of her classmates to the nearest $\frac{1}{8}$ inch. She makes a line plot of her data. Write a title for her line plot.
- _____

Use the line plot for 2–5.

Lisa records the amounts of time she plans to spend for each reading session during a one-month period on the line plot.



- 2** How many reading sessions does Lisa plan to have during the month?
- _____
- 3** How does the number of reading sessions longer than 1 hour compare to the number of sessions that are 1 hour or less?
- _____
- 4** How much time will Lisa read during the one-month period?
- _____
- 5** If Lisa redistributes the total time equally over all her reading sessions, how long will each session be?
- _____

- 6** A breakfast chef used different amounts of milk when making pancakes, depending on the number of pancakes ordered. The results are shown below.

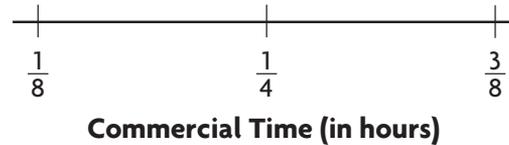
$$\frac{1}{2} \text{ c}, \frac{1}{4} \text{ c}, \frac{1}{2} \text{ c}, \frac{3}{4} \text{ c}, \frac{1}{2} \text{ c}, \frac{3}{4} \text{ c}, \frac{1}{2} \text{ c}, \frac{1}{4} \text{ c}, \frac{1}{2} \text{ c}, \frac{1}{2} \text{ c}$$

If the total milk used is equally redistributed among all the batches of pancakes, how much milk goes into each batch?

Test Prep

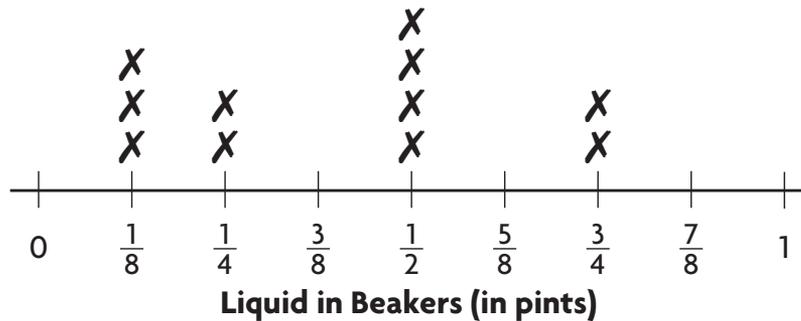
- 7** Jeeran keeps track of the amounts of time for commercials during several one-hour programs. Complete the line plot to display the data.

$\frac{1}{4}$ hr, $\frac{1}{4}$ hr, $\frac{1}{8}$ hr, $\frac{1}{4}$ hr, $\frac{3}{8}$ hr, $\frac{3}{8}$ hr, $\frac{1}{4}$ hr



- 8** Which is the total amount of liquid represented in the line plot?

- (A) $2\frac{3}{4}$ pints
- (B) 4 pints
- (C) $4\frac{3}{8}$ pints
- (D) 11 pints



- 9** Zeb records the lengths of several insects. Select all the lengths that will be represented in a line plot using more than 2 Xs.

$1\frac{1}{4}$ in., $1\frac{1}{8}$ in., $1\frac{3}{4}$ in., $1\frac{1}{2}$ in., $1\frac{3}{4}$ in., $1\frac{1}{4}$ in., $1\frac{1}{2}$ in., $2\frac{1}{4}$ in., $1\frac{3}{4}$ in., $1\frac{1}{2}$ in.

- (A) $1\frac{1}{8}$ in.
- (B) $1\frac{1}{4}$ in.
- (C) $1\frac{1}{2}$ in.
- (D) $1\frac{3}{4}$ in.
- (E) $2\frac{1}{4}$ in.

Spiral Review

- 10** Mr. Jonas's aquarium holds 8 gallons of water. If he buys another that holds $1\frac{1}{2}$ times as many gallons, how many gallons of water does Mr. Jonas's new tank hold?
- 11** Andie equally divides $\frac{1}{5}$ of a solution into 3 test tubes. How much of the solution is in each test tube?

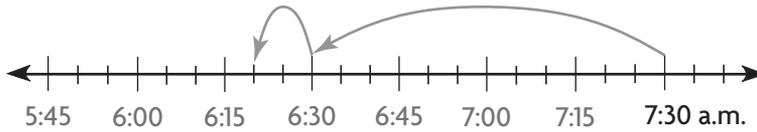
Convert Time and Find Elapsed Time

Carlos has to be at school at 7:30 a.m. It takes him 70 minutes to get ready and get to school. What time must he get up to get to school on time?

- A.** Convert 70 minutes to a number of hours and minutes.

70 minutes = 1 hour 10 minutes.

- B.** Use a number line with increments of 5 minutes to represent the elapsed time.



- C.** Draw a curved arrow back from 7:30 a.m. to 6:30 a.m. to represent one hour. Then draw a second curved arrow back 10 minutes, or two tick marks.
- D.** The second arrow points to 5 minutes after 6:15 a.m., or 6:20 a.m.

So Carlos needs to wake up at 6:20 a.m.

Find the elapsed time.

1 2:45 p.m. to 7:55 p.m.

_____ hours _____ minutes

2 8:25 a.m. to 11:10 a.m.

_____ hours _____ minutes

3 10:20 p.m. to 1:35 a.m.

_____ hours _____ minutes

4 6:35 a.m. to 2:10 p.m.

_____ hours _____ minutes

Compare. Write <, >, or =.

5 270 minutes 4 hours

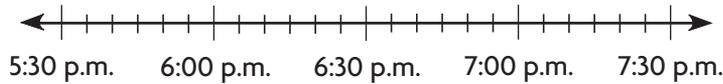
6 5 years 265 weeks

Convert Time and Find Elapsed Time



- 1** Latisha is going to a movie that starts at 7:25 p.m. Her clock shows the current time. How long is it until her movie starts?

Use a number line to show how long she has to wait.



How long does Latisha have to wait until the movie starts?

_____ hr _____ min

How many hours does Latisha have to wait? _____

Convert.

2 12 hours = _____ minutes

3 900 seconds = _____ minutes

4 4 years = _____ days

5 364 weeks = _____ years

Find the start, elapsed, or end time.

6 Start time: 12:45 p.m.
Elapsed time: $4\frac{1}{2}$ hours
End time: _____

7 Start time: 9:15 a.m.
Elapsed time: _____ hr _____ min
End time: 12:55 p.m.

8 Start time: _____
Elapsed time: 165 minutes
End time: 2:20 a.m.

9 Start time: 5:40 a.m.
Elapsed time: _____ minutes
End time: 8:05 a.m.

Compare. Write $<$, $>$, or $=$.

10 $3\frac{1}{2}$ years 1,000 days

11 9 hours 565 minutes

Ohio Studies Weekly

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5

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GOVERNMENTS IN NORTH AND SOUTH AMERICA

Wherever there is a group of people who live in a certain place in the world, and those people have their own government, they are known as a nation. Today there are more than 200 nations in our world. Each of those nations has a government. Most nations have a constitution that tells about the government as well. The word “government” comes from a Greek verb meaning “to pilot a ship.”

What exactly is a government? It is an organization of people that directs the actions of a nation, state or community. A government is in charge of making laws. A government is in charge of putting those laws into action with a plan. A government is in charge of enforcing those laws, or making sure people don’t break them. Governments are organized differently in world communities. Even when the organizations are alike, sometimes they function very differently.

Governments have people who rule them. In some nations, the rulers are elected by the people. This is true of our own nation, the United States. In some nations, the ruler is related to a previous ruler, like a king or a queen. Still, in other countries, the rulers are people who forced their

way into power by overthrowing an existing ruler.

The amount of power a government has is different from nation to nation. Some governments are able to make any decisions they want, even if it isn’t what the people want. Other governments have more limited power, and the people are able to have a voice. They can have a voice by voting for an individual who has some of the same beliefs, or they may have a voice in helping to write laws. The power of a government is usually determined by a written constitution. In nations where there is a written constitution, everyone has a chance to know the rules and follow them. All governments in world communities have some of the same jobs. The government protects both the people it leads and itself. For a government to last, it must be strong enough to protect itself from enemies in and out of the nation. Another job of a government is to have a clear way to solve problems that arise among the people in that country. Can you think of how this is done in our country? It is done through a system of laws and courts.

The United States of America is a federal republic. It has a constitution that is based on the idea of democracy.

CANADA ★ UNITED STATES OF AMERICA ★ ESTADOS UNIDOS MEXICANOS ★ BELIZE ★ REPÚBLICA DE COSTA RICA ★ REPÚBLICA DE EL SALVADOR ★ REPÚBLICA DE GUATEMALA ★ REPÚBLICA DE HONDURAS ★ REPÚBLICA DE NICARAGUA ★ REPÚBLICA DE PANAMÁ ★ ANTIGUA AND BARBUDA ★ COMMONWEALTH OF THE BAHAMAS ★ BARBADOS ★ COMMONWEALTH OF DOMINICA ★ REPÚBLICA DOMINICANA ★ REPÚBLICA DE CUBA ★ STATE OF GRENADA ★ RÉPUBLIQUE D’HAÏTI ★ FEDERATION OF SAINT KITTS AND NEVIS ★ SAINT LUCIA ★ SAINT VINCENT AND THE TRINIDAD AND TOBAGO ★

REPUBLICA ARGENTINA ★ REPÚBLICA DE BOLIVIA ★ REPUBLICA FEDERATIVA DO BRASIL ★ REPÚBLICA DE CHILE ★ REPÚBLICA DE COLOMBIA ★ REPÚBLICA DEL ECUADOR ★ FRENCH GUIANA GUYANE ★ CO-OPERATIVE REPUBLIC OF GUYANA ★ TETĀ PARAGUÁIPE ★ REPÚBLICA DEL PERÚ ★ REPUBLIEK SUDAN ★ REPUBLICA BOLIVARIANA DE VENEZUELA

The Founding Fathers set up our government to run as a democracy. In a democracy, the people elect, or choose, their leaders.

Connections

Daily Dose of Murder

For nearly 40 years, a bloody civil war raged in Guatemala. Now that the war is over, murder and violence are still huge problems here. The rights to life and safety are violated every day by gangs, police and even groups of armed citizens.

Guatemala averages about 18 murders per day. This is one of the highest murder rates in the world. Gangs roam the streets, robbing and killing innocent people, as well as rival gang members. Police are known to shoot first

and ask questions later. Citizen groups often take the law into their own hands, murdering people they suspect of being criminals and gang members. For the citizen of Guatemala, their basic human rights are anything but secure.

There are so many deaths in this country that the funeral business is booming. Funeral directors are often the first people on the scene after a murder, writing up funeral contracts and trying to get business. Nicknamed

calaqueros, or people who look for skeletons, these business owners try to be in the right place at the right time, drumming up business. One funeral home has even opened its doors right across the street from the morgue (place where dead bodies are kept) in Guatemala City, hoping to get the business of those who come to claim their loved ones’ bodies. Many countries throughout the world are working together to bring basic human rights to this violent South American country.



THE RIGHTS OF THE PEOPLE

The citizens of the United States enjoy many freedoms that are not enjoyed by people in other parts of the world. This is because of something that happened many years ago. When the Constitution was first written many states refused to ratify it without a Bill of Rights. The Bill of Rights is a section in the Constitution that lists the rights that all the citizens of the United States have. A right is the ability of a person to do something without being prevented from or punished for doing it.

The rights given to citizens of the United States in the Bill of Rights are some of the most important parts of their lives. Rights, such as the right to say anything (freedom of speech) without being punished by the government for doing so, are exercised every day.

Many other countries in the Western Hemisphere have also adopted laws like our Bill of Rights to ensure good lives for the people that live there. In Canada there is a part of the constitution called the Canadian

Charter of Rights and Freedoms. The charter lists the rights of the citizens of Canada. The rights that are listed include: Fundamental Freedoms, Democratic Rights, Mobility Rights, Legal Rights, Equality Rights and Language Rights.

A person's Fundamental Freedoms are rights that a person should have regardless of where they live or circumstances they live in. One fundamental freedom is the "freedom of conscience and religion." This means a person is free to believe and worship anything and in any way he or she wants to.

Democratic Rights are the rights people who live in a democracy have. A democracy is a government ruled by the people. Probably the most important Democratic Right is called suffrage. Suffrage is the right to vote for government leaders. In Canada everyone of a certain age is allowed to vote for members of the House of Commons and of other legislative assemblies. Another important democratic right is the right to be in the government.

Mobility Rights are the rights a person has to move around within his or her country. Legal Rights are the rights that the government must actively protect (like the rights to life, liberty, security, fair trial and protection against unfair arrest, search, seizure of property, incriminating his/herself and unfair or unusual punishment). Canada also has Language Rights because it has two official languages. Language rights are the rights of the people to use either language they want to in school or business.



Canada's Charter of Rights and Freedoms is similar to our Bill of Rights.

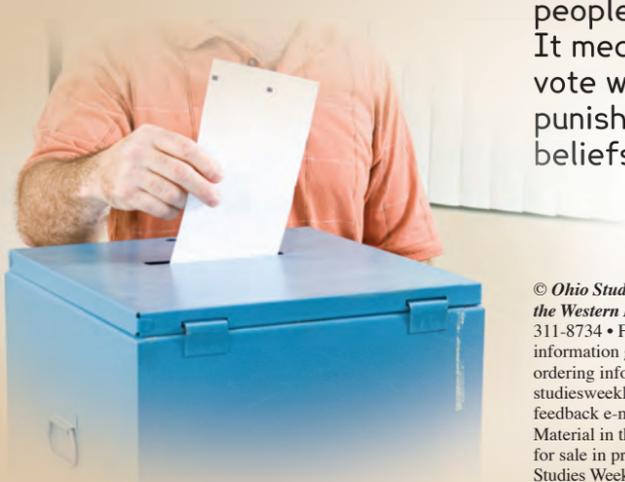
Voting in Democracies

This Week's Question

An important right of people who live in a democracy is the right to have a secret vote, or secret ballot.

Just imagine, if everyone had to vote publicly. Everyone including candidates, members of political parties and organizations would know how each individual voted. How do you think this might influence the way people voted in an election? What if someone didn't like the way you voted? Do you think you might fear punishment of some sort?

A secret ballot is a way to ensure the rights of the people in a democracy. It means citizens can vote without fear of punishment for their beliefs and choices.



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How are Canada's values affected by its English and French heritage?

This Week's Question

In the Canadian Charter of Rights and Freedoms there is a kind of right mentioned that Americans don't really have. Those rights are called "language rights." Because Canada has an



important French heritage as well as an English heritage, Canada has two official languages.

Those languages (French and English) are used in schools and government. If a family in Canada uses French in their home, they have the right to have their children taught in a French-speaking school, regardless of where they live. Preserving both languages is an important value in Canada.

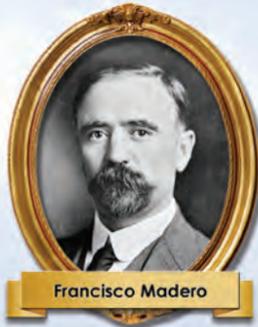
Madero's Legacy

Like the United States and Canada, Latin American countries have constitutions. They help state the laws of the land. The difference is the types of governments built by each constitution. There are many kinds of governments. They range from federal republics to democracies.

America was the first independent democracy in the Western Hemisphere and Mexico was the first country in Latin America to set forth a democracy. It began with a man named Francisco Madero. Madero gathered people who opposed the dictator of Mexico, Porfirio Diaz. Madero became the first president of Mexico on Nov. 6, 1911. He established the first real attempt at a democratic government. Madero's democracy was short-lived. Within two years Madero was assassinated in a military revolt. Another ruler was placed in his stead. This was the first try at democracy in a Latin American country. Although it failed, this attempt paved the way for other Latin American federations and democracies today.

President Raul Castro leads the communist state of Cuba. Communism is a system of government in which the state party plans and controls the economy. The communist party is the only party permitted to function in Cuba.

President Luis Guillermo Solís leads the country of Costa Rica in Central America. Costa Rica is a democratic republic. In this type of government, the citizens that are allowed to vote elect representatives responsible to them.



Francisco Madero



Dean Barrow



Luis Guillermo Solís



Raul Castro



Enrique Peña Nieto

DEAN BARROW PHOTO COURTESY OF FOREIGN AND COMMONWEALTH OFFICE
 LUIS GUILLERMO SOLÍS PHOTO COURTESY OF LUIS MANUEL MADRIGAL
 RAUL CASTRO PHOTO COURTESY OF BLOG DO PLANALTO

Economics

The Right to Start Your Own Business

We are lucky to live in the United States. If you have a great idea for something, you can work hard and make it a business. This is because the U.S. economy is based on principles of capitalism. That means that companies compete to gain business. If one company has a better product they will attract more customers and gain more business.

For example, pretend you have the great idea to start a lemonade stand. You could start squeezing lemons right away, but if you start without having a business plan, you might not succeed. Making a business plan is important because usually the more thought put into a business plan, the better the business works.

The first part of your plan should include the basics of your business. What is your business and where will it be located? You will own a lemonade stand. It will be on the left corner of your driveway. Next, what do you need to get your business rolling? Do you need to buy cups or lemonade mix? Don't forget a pitcher and a spoon! These are examples of start-up costs. Then, consider your target market. Are you trying to sell lemonade to older people or just kids? Is there a demand for lemonade? Maybe you decide to only open your stand during the hottest months of the summer. Now do some market research! Do people in your neighborhood prefer lemonade or limeade?

In other countries you might not have the freedom to start a lemonade stand on your own. In Cuba, the government owns and controls most businesses. Instead of choosing which company you want to go to or what you want to buy, there might only be one company or product to choose from. This control by the government means that you would probably have trouble setting up your lemonade stand in Cuba.

Thankfully with a smart business plan and the economic freedoms of America, you can start your own business. Do you have a great idea for a business that isn't a lemonade stand? You can start by writing your own business plan. Good luck!

Starting a Small Business

Have you ever thought of starting up your very own business? Each day, thousands of people start their own businesses.

People have many reasons for wanting to own their own businesses. They believe owning a business will make them more independent. They like to be the ones in charge. They like to build something of their very own. Many also feel the profit potential is greater than when working for someone else. The profit potential is the amount of money it is possible to make.

Most people start small businesses as sole proprietorships or partnerships. A sole proprietorship is a business owned by one person. Many businesses are sole proprietorships because they are not hard or costly to begin. They are usually very small. In this kind

of business, the owner gets all of the profit, but also owns all of the debt. The owners have to deal with all the problems, but enjoy all of the rewards.

A partnership is a business owned by two or more people. These are harder to form. In this type of business, both partners are in charge of the company. They share the debt and the profits. They share the problems and the rewards. Partners are able to bounce ideas off one another. They may be better able to expand their business.

One challenge of a partnership would be in cases where the partners do not get along. If for some reason the partners disagree on issues, the business may suffer. Do you dream of owning your own business? If so, would you choose a partnership or a sole proprietorship?

Economics



Name _____

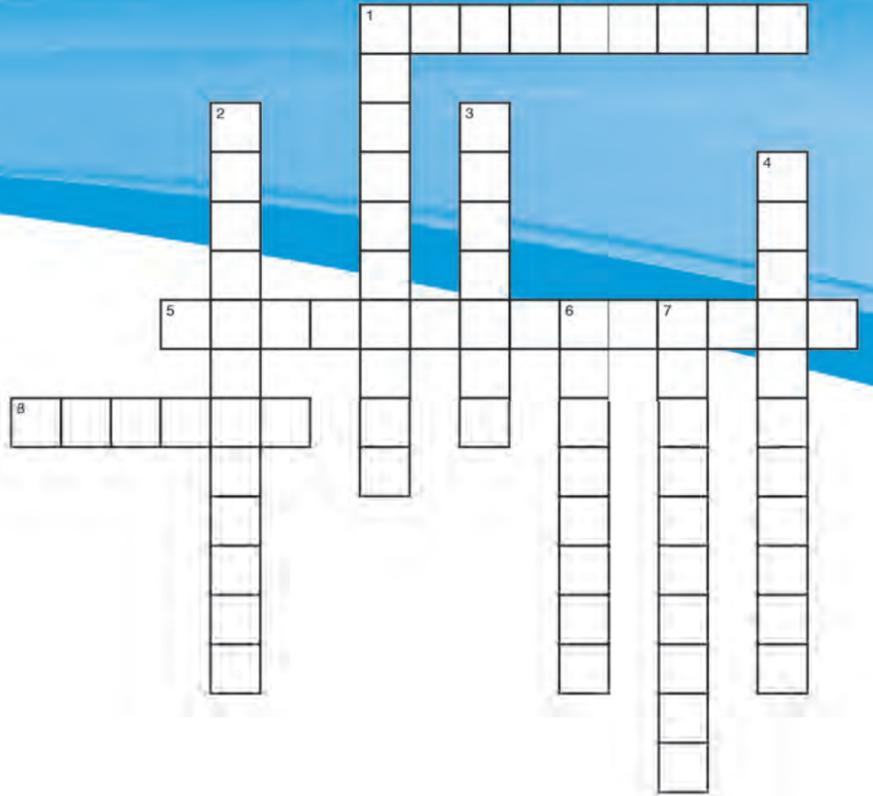
ACROSS

- 1. system of government in which the state party plans and controls the economy
- 5. the rights a person has to move around within his or her country
- 8. first democratic Mexican president

- 2. first 10 amendments to the Constitution
- 3. Canada is governed by the _____ of Rights and Freedoms.
- 4. a business owned by two or more people
- 6. The United States is a federal _____.
- 7. organization of people that directs the actions of a nation, state or community

DOWN

- 1. economic system where businesses compete for customers



Climate and Resources of North and South America

Different countries and areas in North and South America produce different goods and resources. Using the map, answer the following questions about the climate and resources of North and South America.

- 1. What would be the best continent to visit to find the most cocoa plants?

- 2. If you wanted to strike it rich in silver, where should you go?

- 3. What resources are plentiful on both continents?

- 4. Which resource, coffee or fish, could you find in South America but not Canada?

- 5. Can you find apples in the tropical zones of the Americas? Why or why not?

- 6. With your teacher's help, research the current price of a barrel of oil. What areas in North and South America might benefit from higher oil prices?

- 7. Look at the distribution, or spread, of resources across North and South America. Based on the map, write three sentences about why trade is important between countries on different continents.

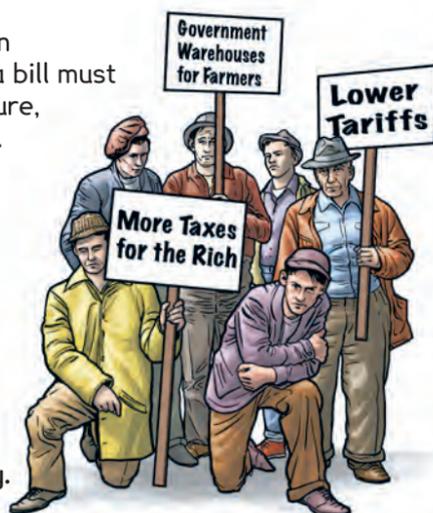


The Amendments

Today there are 26 amendments to the Constitution of the United States of America. The first 10 amendments are known as the Bill of Rights. Can you name at least five of the rights listed in the Bill of Rights?

It is not easy to amend the Constitution. In order to make an amendment to the Constitution a bill must pass both halves of the legislature, by a two-thirds majority in each. Once the bill has passed both houses, it goes on to the states. This is the route taken by all current amendments. Congress will normally put a time limit (typically seven years) for the amendment to be approved.

People are free to demonstrate their opinion in a democracy.



- 1. What is the Bill of Rights?

Think & Review

- 2. What are the rights listed in the Canadian Charter of Rights and Freedoms?
- 3. Why is Francisco Madero an important person in Latin American history?
- 4. Why is it important to have a secret vote or a secret ballot?

Many people think that having rights means a person can do whatever he or she wants without any consequences.

Let's Write

This is not true. With all rights come responsibilities. For example, all people in the United States have the right to the freedom of speech. Does this mean that a person can say anything he or she wants, anytime, any place? No, a person cannot yell, "Fire!" in a crowded theater because it is dangerous. In fewer than 200 words, write what responsibilities come with the rights you have.