

Day 1, Monday, May 18th

English: Pronouns

Here is a quick video on pronouns: <https://youtu.be/aSwTIQNLqPA>

Notes:

A pronoun is a word that takes the place of a noun.

Examples of singular pronouns: I, he, she, it, her, him, his, hers, me, this, that, my, your, its, you, mine, myself, herself, himself, yourself, itself

Examples of plural pronouns: We, us, you, they, them, these, those, our, you, their, ours, yours, theirs, ourselves, yourselves, themselves

Examples of indefinite pronouns (which don't refer to a specific person or place): Anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, both, few, many, several, all, most, any, some, none

An antecedent is what the pronoun is talking about.

(A sentence with a pronoun doesn't always have an antecedent)

Example 1: John ran to his grandmother's house.

- **John** is the antecedent that the pronoun **his** replaces.

Example 2: Sam and I travel together because we are good friends.

- **Sam and I** are the antecedent that the pronoun **we** replaces.

Example 3: My tennis teacher felt that she had to raise her fee.

- **Tennis teacher** is the antecedent that **she** and **her** replaces.

Practice: For the following examples identify the pronouns by highlighting or underlining them. There may be more than one in each sentence!

1. He went with us to the picnic by the lake.
2. Did you find a magazine somewhere?
3. When are we going to meet at the concert?
4. All of them wanted chocolate cake.
5. Few wanted asparagus.
6. She saw them at the party.
7. Both spoke to James and me.
8. Who brought the music for you to play?
9. Can't they go with someone?
10. Between you and me, I think that last TV show was silly.

Math Day 1

NOTES!!!

Circle graphs:

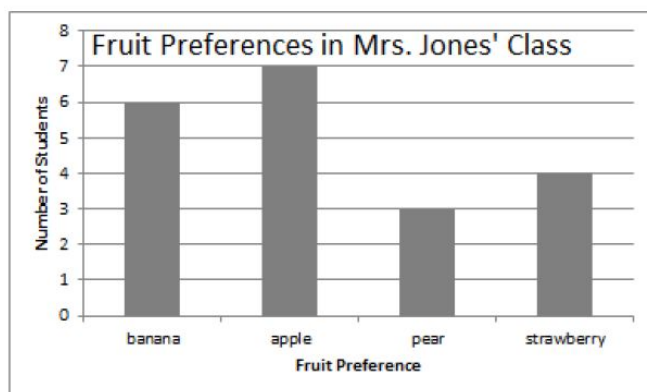
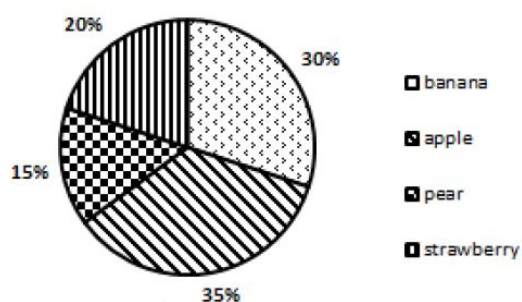
- can be used to **represent data** because they show the **relationship between a part and a whole**.
- can **represent percent, frequency or fractions**
- can be compared to data represented with other graphs

Here is a video you can also watch on [Interpreting Circle Graphs](#).

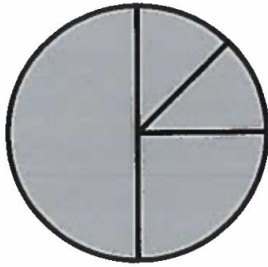
- Example: the favorite fruit of 20 students in Mrs. Jones class was recorded in the table. Compare the same data displayed in both a circle graph and a bar graph.

Fruit Preference	# of students
banana	6
apple	7
pear	3
strawberry	4

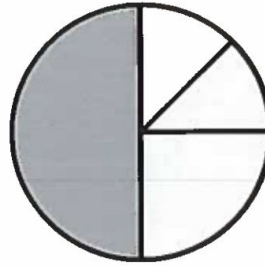
Fruit Preferences in Mrs. Jones' Class



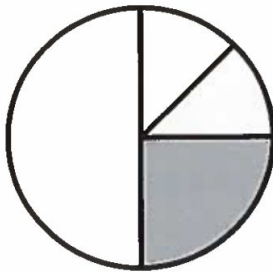
The shaded section of the circle graph represents 100 % or the fraction $\frac{1}{1}$



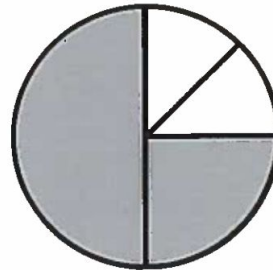
The shaded section of the circle graph represents 50 % or the fraction $\frac{1}{2}$



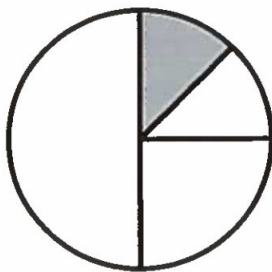
The shaded section of the circle graph represents 25 % or the fraction $\frac{1}{4}$



The shaded section of the circle graph represents 75 % or the fraction $\frac{3}{4}$



The shaded section of the circle graph represents 12.5 % or the fraction $\frac{1}{8}$



Circle graphs can be used to compare data found in other graphs and charts.

Some include:

- Bar graphs
- Line plots
- Frequency tables
- Pictographs

Constructing Circle Graphs

When constructing circle graphs it is important to remember:

- 1) Determine the total.
- 2) Write each piece of data as a decimal.
- 3) Turn each decimal into a percent.
- 4) Use the basic sections of a circle graph that we discussed at the beginning of the lesson (50%, 25%, 12.5%, 75%) to cut the circle into pieces

Example:

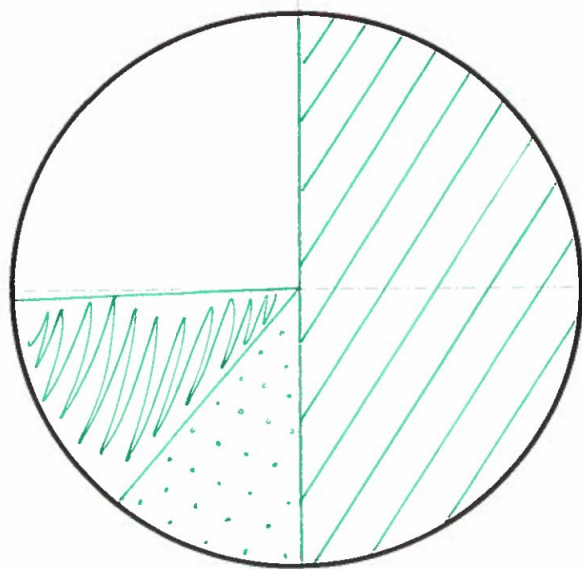
Belmont Ridge Middle School did a survey of 100 students to see their favorite ice cream flavors. Complete the table and show the results of this survey in the circle graph. Make sure to include a title and a key.

What is the total? 100

**Use the total as the
denominator in
your ratio**

Ice Cream	# of People	Ratio	Percentage
Cookies and Cream	26	$\frac{26}{100}$ 0.26	26%
Mint Chip	11	$\frac{11}{100}$ 0.11	11%
Bubble Gum	50	$\frac{50}{100}$ 0.50	50%
Fish	13	$\frac{13}{100}$ 0.13	13%

Title: BEMS Favorite Ice Cream Flavors

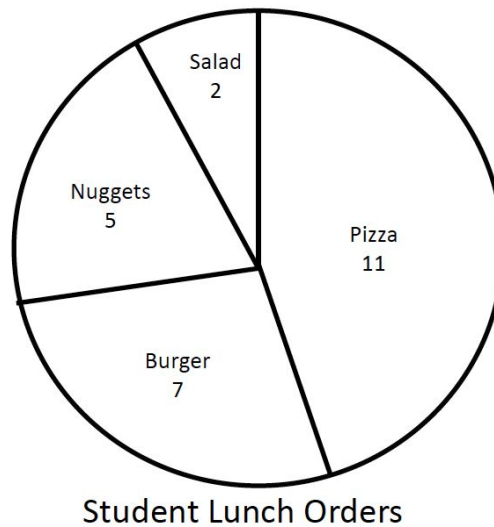


Key:

- Bubble Gum
- Cookies and Cream
- Fish
- Mint Chip

PRACTICE !

Use the graph to answer questions 1-5.



1. What is the total number of students who ordered lunch?
2. What percent of students ordered nuggets for lunch?
3. What percent of students ordered pizza for lunch?
4. What percent of students ordered salad for lunch?
5. What percent of students ordered burgers for lunch?

Science Day 1: SPACE THEORIES

Throughout Earth's history, man has tried to understand the Earth and the heavens. Ancient people such as the Greeks and Egyptians did not always know that the Earth rotates and revolves as it moves through space. Many ancient peoples believed that the Earth was the center of the universe and the sun, stars, and planets revolved around it. This is called an **Earth-centered model**. It is easy to see why early people believed this way. As we stand on the Earth, we cannot feel it moving through space. All we can see is that the sun, stars, and moon constantly move across the sky. From our perspective here on Earth, everything appears to be moving *except* us!

Aristotle (384BC-322BC) was a Greek astronomer who believed that the Earth was the center of the entire universe. As he studied the sky, he saw the stars, sun, and moon move across the heavens. He hypothesized that all of these celestial bodies moved around a fixed center point. This fixed center point was Earth.

Ptolemy (AD90-c.168) was an Egyptian astronomer who also believed in an Earth-centered model. Ptolemy hypothesized that the Earth was round and unmoving as the sun and other heavenly bodies revolved around it.

Ptolemy's beliefs about the universe were accepted as truth until the 1500s when a man by the name of **Copernicus(1473-1543)** challenged the Earth-centered model. Copernicus, a Polish astronomer, believed that the Earth was not still but moving. He hypothesized that the sun was the center of the solar system and that the Earth, along with other planets, revolved around it. This was the beginning of the **Sun-centered model** and modern space science.

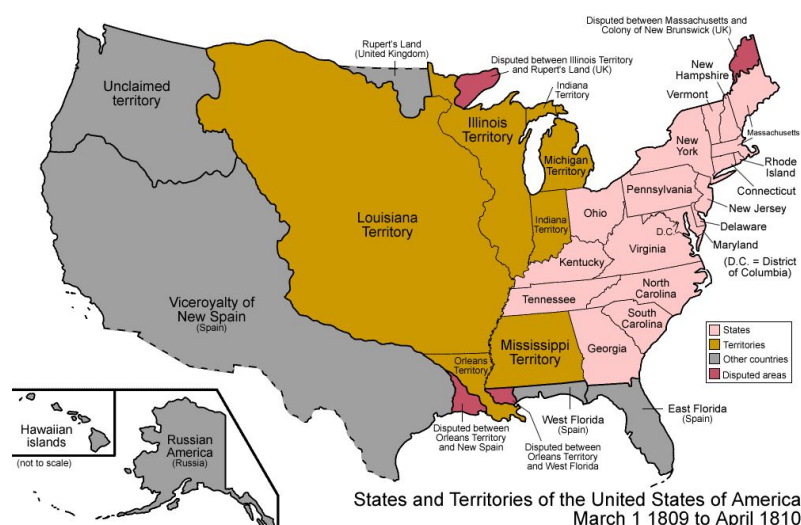
After Copernicus came an Italian astronomer by the name of **Galileo** (1564-1642) Galileo believed that the Earth-centered model was true *until* he began to make improvements to his **telescope**. With the help of his new and improved version of the telescope, Galileo was able to study the heavens and see, for the first time, clear evidence that Copernicus' Sun-centered model was correct. Modern astronomy was born!

Because of these (and many more) astronomers, we now know that the Earth belongs to a system of planets that orbit a star we call the sun. Our solar system consists of the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets. Each body has its own characteristics and features.

Activity: Create a graphic organizer that explains the thoughts of the four philosophers (Ptolemy, Copernicus, Aristotle, Galileo)

History- Missouri Compromise: <https://www.youtube.com/watch?v=68gi3C0A9Fo>

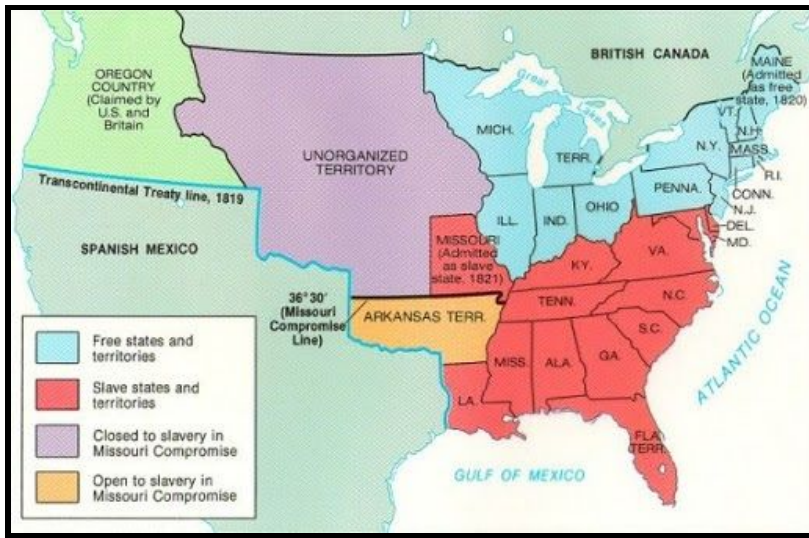
In the early 1800s, there were an equal number of slave and free states. Then, in 1819, settlers in the Missouri Territory asked to join the nation as a slave state. With the help of Henry Clay, Congress was persuaded to agree to the **Missouri Compromise (Compromise of 1820)**. Under this plan, the balance between slave and free states was restored. Maine entered the Union as a free state and Missouri entered as a slave state. In addition, an imaginary line was drawn through the rest of the Louisiana Purchase. Future states north of the line would be free while those located south of the line would allow slavery.



US MAP 1810

Questions: answer in complete sentences.

1. How many territories are there?
2. How many areas are disputed?
3. Why is land disputed?



Compromise of 1820 Map Questions: answer in complete sentences.

4. What states were added (admitted) to the U.S.?

5. How many slaves are on the map?

6. How many free states and territories are on the map?

7. What was the purpose of the Missouri Compromise?

8. How did the compromise affect the map?

Day 2, Tuesday, May 19th

English: Pronouns

Read each example, underline the antecedent for the bolded pronoun. Make sure you are paying attention to what specific noun each word is replacing!

1. Several people received medals for the acts of heroism that **they** performed.
2. The mayor said that **he** was thrilled to pass out the medals to the firefighters.
3. Most students did well on the test, and a **few** answered every question correctly.
4. Kevin's dirt bike is black and white; **mine** is bright yellow.

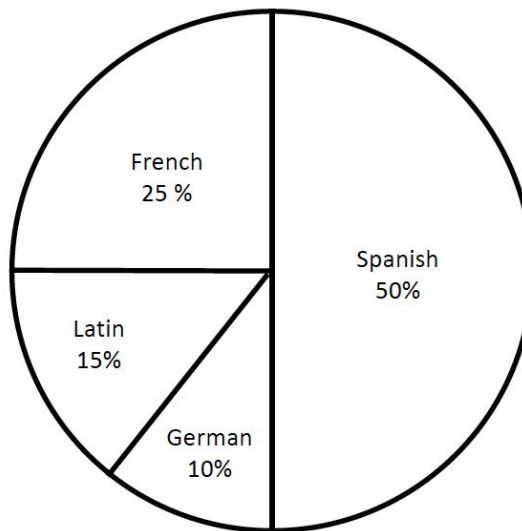
5. The Stevenses' house is much larger than **ours**.
6. Joel said, "Here is where **I** belong."
7. We enjoyed riding in Vera's new car, but we like **ours** just as much.
8. The students in Mrs. Oliver's class gave **her** a wonderful present.
9. Pablo was very excited about **his** new bike.
10. Tina was very tired, and **she** wanted to take a nap.

Math Day 2

PRACTICE !

Use the graph to answer questions 1-5.

9th Grader Taking Foreign Language Classes



1. If there are 50 students in the 9th grade, how many students are taking German?
2. If there are 100 students in the 9th grade, how many students are taking Latin?
3. If there are 150 students in the 9th grade, how many students are taking Spanish?
4. If there are 200 students in the 9th grade, how many students are taking French?
5. Complete the chart if there were 80 students taking foreign language.

Foreign Language	Number of Students
Spanish	
French	
German	

History: In 1850 a new compromise became necessary. After winning a war with Mexico, the United States acquired new western territories. Soon, settlers in California asked to join the nation as a free state, upsetting the delicate balance once again. As he had done before, Henry Clay helped persuade Congress to enact a new plan called the **Compromise of 1850**. Under this plan, California joined the Union as a free state. The remaining southwest territories, New Mexico and Utah, would be allowed to decide for themselves on the issue of slavery.

Directions: Use the 1820 map from yesterday and the map below (US Map 1850) to answer the questions.



Soon after the Compromise of 1850, Congress passed a new law called the **Kansas-Nebraska Act**. Under this law the Missouri Compromise was changed. The free territories of Kansas and Nebraska would have **popular sovereignty**. This meant that the people in each state would decide whether they would allow slavery or not.

Question: Please answer in complete sentences

1. What is the Kansas- Nebraska Act? What is popular sovereignty?
2. List three changes from the 1820 map to the 1850 map.
3. How have the number of slave and free states changed?
4. What territories are opened to slavery by principle of popular sovereignty?
5. What is popular sovereignty?
6. Do you think popular sovereignty will solve the issue of slavery in the U.S.? Why or why not?

Science Day 2: PLANETS

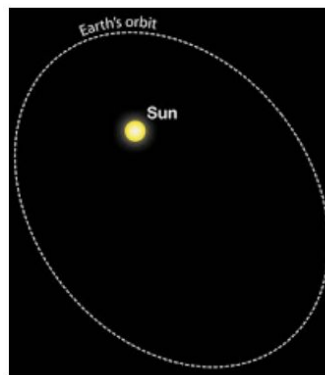
Scientists recognize eight “regular” planets and five dwarf planets revolving around our sun, although they acknowledge the likelihood of many more. **Planets** are large bodies with their own gravitational pull that do

not give off light. They rotate or turn upon an axis, and orbit or revolve around a star. They must be spheroid in shape and have gravity strong enough to remove other objects from their orbital paths. The distances between planets and the sizes of the planets vary greatly. The sun's huge gravitational force is part of what keeps the planets in motion around it. As Earth revolves around the sun, the sun's gravity pulls us "in" towards the sun. Since the Earth is moving, it wants to keep moving (in the same direction). The sun's gravity pulls the Earth (and other planets) into their **elliptical** (or oval-shaped) orbits.

Our **sun** is an average-sized, yellow star that is approximately 4½ billion years old. The sun is about 110 times the diameter of the Earth. Its mass makes up approximately 99% of our solar system and it is so large that over 1 million Earths could fit inside it! Like other stars, our sun is a ball of hot gases (mostly hydrogen & helium) that gives off heat and light. Temperatures on its surface can reach 9,900°F! Like Earth, the sun has a core but the temperature inside the core of the sun can reach as high as 27,000,000°F. On the surface of the sun (called the photosphere), in a cycle lasting approximately 11 years, relatively small, dark spots appear (called sunspots). Sunspots appear darker in color because they are cooler than the surrounding area.

Our solar system has over 160 known moons. **Moons** are natural satellites that have many of the same topographical features as planets like volcanoes and atmospheres. Some may even have water. Unlike planets, which orbit the sun, moons orbit planets, dwarf planets, or other celestial bodies. Unlike stars, moons do not give off their own light.

Activity: From what you have just read, create a diagram that describes an elliptical pattern. You can also watch [this video](#) to help you. Refer to this image to help also.



Activity: How are moons different from planets? (Answer in complete sentences)

Day 3, Wednesday, May 20th

English: Adverbs

Here is a link to a video that explains adverbs really well!

<https://www.youtube.com/watch?v=6ILzMvSd1FQ>

Notes:
Refresher:

- Adjective:
 - A word that modifies (or describes) a noun.
 - Ex: old, big, silver, red, ugly, wide
- Verb:
 - Action words
 - Ex. Run, jump, talk, sneak
 - Linking
 - Ex: are, is, was

Adverbs are words that tell you more about the verb, adjective, or another adverb in the sentence. An adverb tells you when, how, or to what extent.

Examples:

- Sheila ran quickly through the door. (Ran is the verb and quickly is the adverb tell you HOW she ran)
- Ms. Webb's car is extremely dirty. (Dirty is the adjective describing the car, and extremely is the adverb telling you HOW dirty the car is.)

Practice: Underline the adverb in each sentence.

1. The CEO feels unusually tense.
2. Ginger spoke knowingly of Tori's acting skills.
3. The children's teacher announced that their class was highly rated in the district.
4. Greg's mule accepted every task willingly.
5. Hank waved enthusiastically at Steve.
6. Thomas knocked firmly on the door.
7. Chloe sadly talked about her lost teddy bear.
8. Carefully avoiding the volcano, Captain America flew into the sky.
9. Sometimes Heather still quietly listens to her baby sleep.
10. Hannah runs quickly to catch her rough housing children.

Math Day 3- NOTES, EXAMPLE!



Interpreting circle graphs

32 children voted for their favorite ice-cream flavors.

How many children voted for chocolate?

$\frac{3}{8}$ of 32 is 12

12 children voted for chocolate.

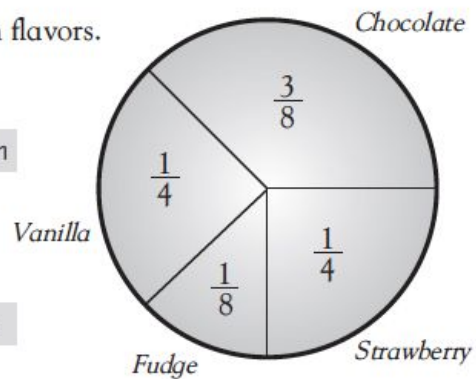
12 children

How many children voted for fudge?

$\frac{1}{8}$ of 32 is 4

4 children voted for fudge.

4 children



PRACTICE !

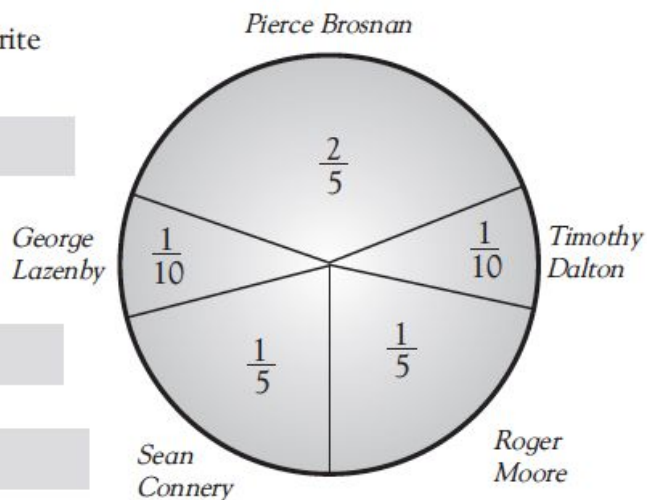
A class of 30 children voted for their favorite actor who has played James Bond.

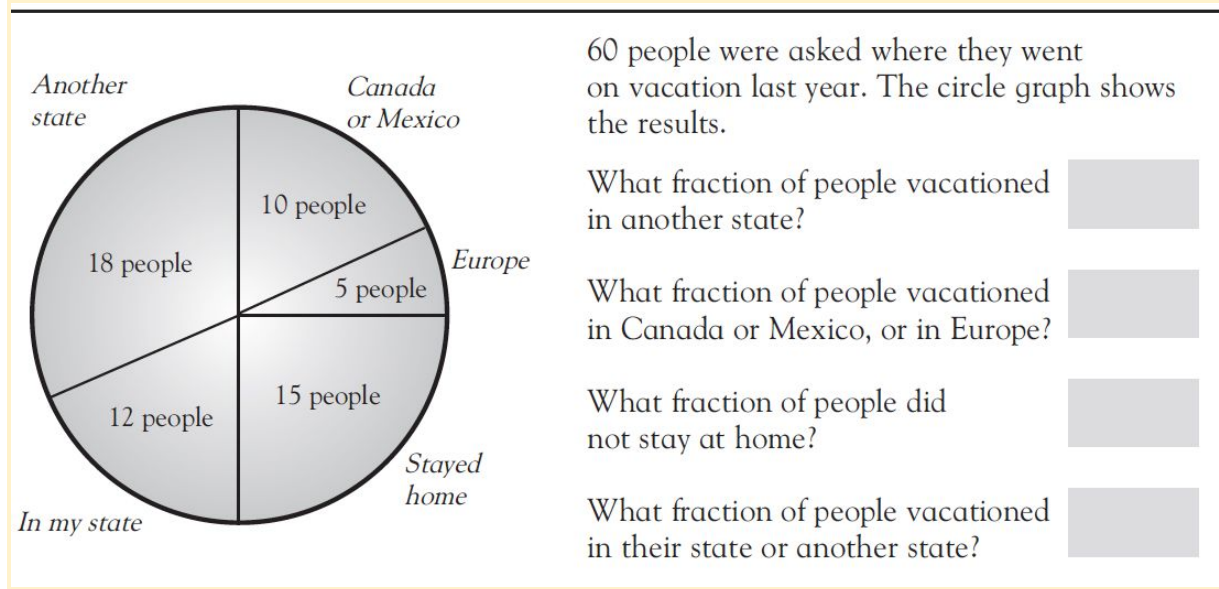
How many voted for Sean Connery?

How many did not vote for George Lazenby?

How many more children voted for Pierce Brosnan than Roger Moore?

How many children altogether voted for Sean Connery and Roger Moore?





History: Day 3

As anger and bitterness grew over the issues of slavery and states' rights, the citizens of the United States began to look for new leadership. In November of 1860, **Abraham Lincoln** was elected the 16th president of the United States. Lincoln and many Northerners believed that the United States was one nation and could not be divided. He believed that the United States was not a collection of independent states but one nation and he was determined to preserve it even if he had to use force.

One month later, however, the Southern states that were dependent on slave labor and cash crops seceded from the Union forming a new country called the **Confederate States of America**. Eleven states that depended upon labor-intensive cash crops seceded from the Union. They were *Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia*. These states believed that they had freely joined together to create the Union and could freely choose to leave.

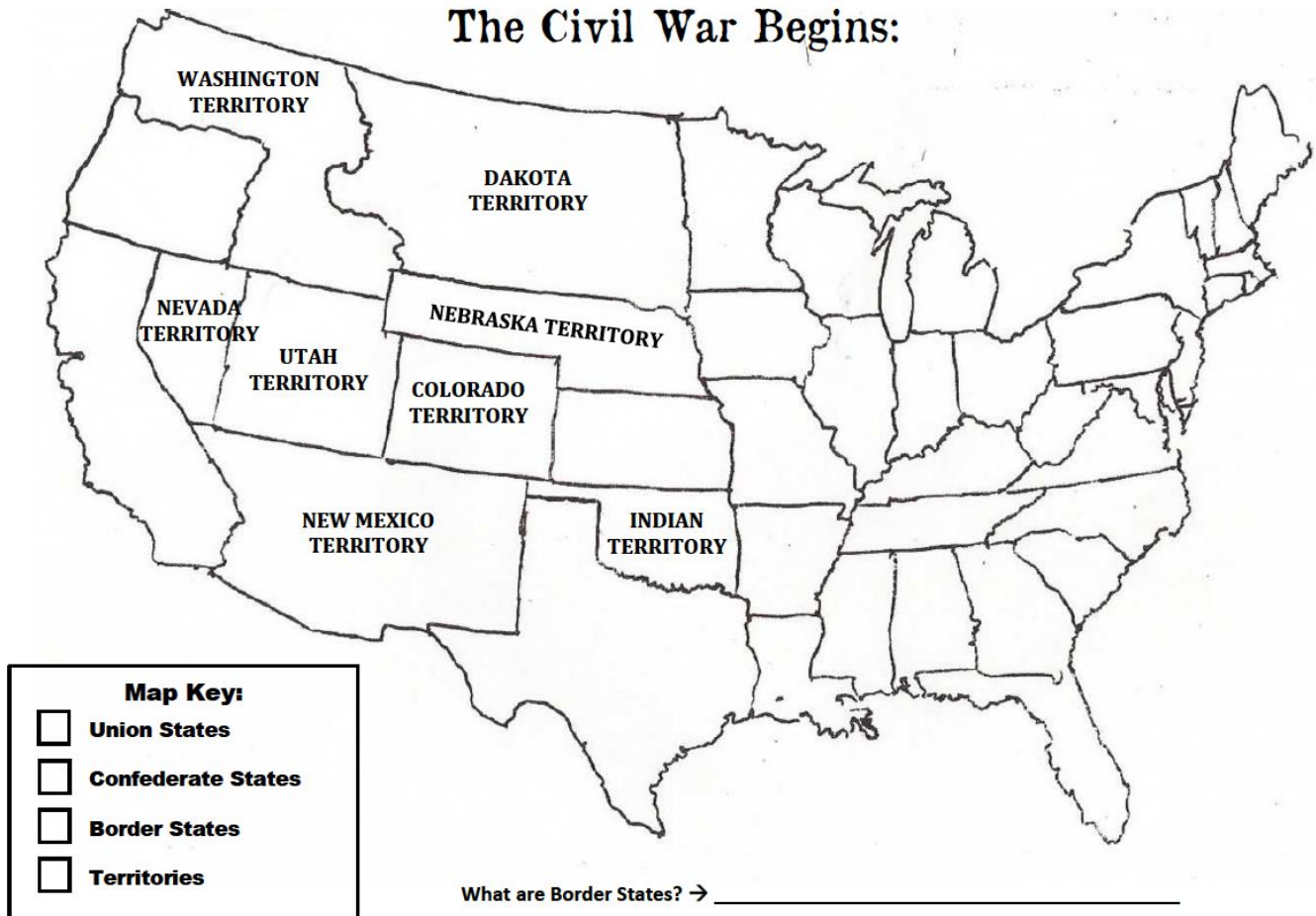
Nineteen free states (*California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wisconsin*), 4 bordering slave states (*Delaware, Kentucky, Maryland, Missouri*), and West Virginia, which was formed from the western counties of Virginia, stayed in the Union. Within months, Confederate forces attacked **Fort Sumter** in South Carolina. The Civil War had begun, and although the Civil War did not begin as a war to abolish slavery, the issues surrounding slavery divided the nation.

DIRECTIONS: Color the Union (free states) Blue. Color the Confederacy (slave states) red. Color the bordering states green. Leave the territories white. Label all the states with their names.

Name: _____

Pd. _____

The Civil War Begins:



Science Day 3

Other bodies in our solar system include **asteroids**, comets, and meteors. **Asteroids** are rocky bodies larger than meteoroids but smaller than planets that orbit the sun. They can range from the size of a basketball to over 1000 kilometers in diameter. Most of the asteroids in our solar system orbit the sun between Mars and Jupiter in a region known as the asteroid belt.

Comets are relatively small bodies of rock, ice, and cosmic dust that orbit the sun. They can range in size from half of a kilometer to 100 kilometers in diameter. As a comet passes near the sun, its ice and dust give off gas. This glowing gas can be seen in the form of a huge tail that can stretch for millions of kilometers into space. This tail of gas is one of the main differences between comets and asteroids. Probably one of the most famous named comets is Haley's comet. Last seen in 1986, it comes into view about every 75 years.

Meteoroids are rocky bodies that orbit the sun which are larger than an atom but smaller than an asteroid. Most are smaller than the size of a pebble. A **meteor** is a meteoroid that has entered the Earth's atmosphere.

As it falls through the atmosphere, friction causes it to burn up and leave a fiery trail that many people call a shooting or falling star. A **meteorite** is a meteoroid that has fallen to the Earth's surface.

[Watch this video for more information!](#)

Activity: create a chart or diagram explaining the differences between asteroids, meteors, and comets. Be sure to include labeled diagrams just like you would see in an interesting science book, not sentences and paragraphs.

Day 4, Thursday, May 21st

English: Adverbs

Comparative Adverbs

These are used to compare only two actions of items, people, or places.

Add -er if the adverb only has one syllable.

Example: The eel swims faster than the fish. (Adverb = fast...only one syllable, so it gets an -er)

Add "more" if the adverb is more than one syllable.

Example: They talk more often than we do. (Adverb=often...two syllables, so "more is added").

Practice: Write the correct form of each adverb.

1. Anne's team practiced _____ (soon) than mine.
2. Sal searched _____ (hard) than Jim for the clue.
3. Elephants run _____ (quick) than sloths.
4. He swam _____ (deep) into the ocean than the others.
5. Robert reached the North Pole _____ (soon) than the others.
6. 6th grade was definitely _____ (fun) than 5th grade.

Next, try writing two of your own examples.

1. _____
2. _____

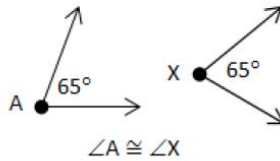
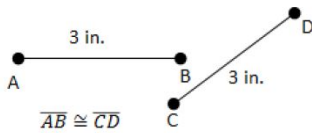
Math Day 4

NOTES!

Congruent figures have exactly the same size and the same shape. Non-congruent figures may have the same shape but not the same size.

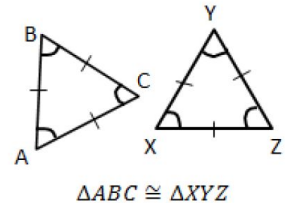
\cong is the symbol for congruent.

Line segments are congruent if they have the same length.



Angles are congruent if they have the same measure.

Congruent polygons have an equal number of sides, and all the corresponding sides and angles are congruent.

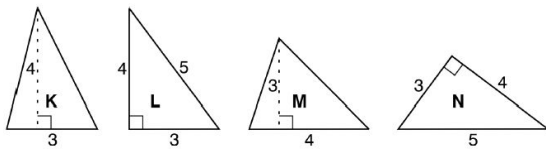


[Here is a video on congruent figures.](#)

[Here is a video for more information on congruent triangles.](#)

PRACTICE !

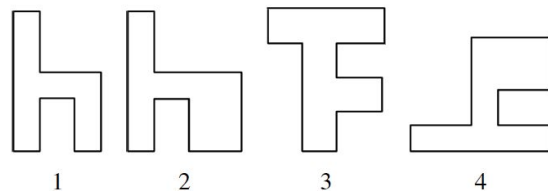
Use the triangles shown below to answer the following question(s).



Which triangles are congruent?

- A. K and M only
- B. L and N only
- C. K, L, M, and N
- D. No two figures shown are congruent.

Which two of these figures are congruent?



- A. 1 and 3
- B. 1 and 2
- C. 2 and 3
- D. 2 and 4

Which two shapes are congruent?

Shape A



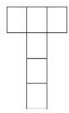
Shape B



Shape C



Shape D



Shape E



Shape F



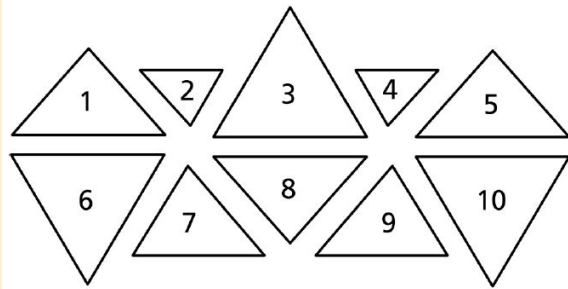
A. C and D

B. B and C

C. A and F

D. D and F

Look at the figures below.



Which of these figures appear to be congruent?

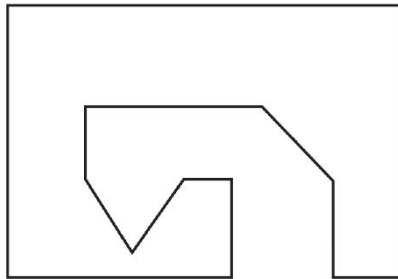
A. 1 and 6

B. 3 and 9

C. 5 and 8

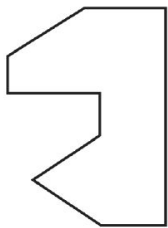
D. 7 and 2

Mrs. Gill cut a shape out of a rectangular piece of plastic. The remaining piece of plastic is shown below.

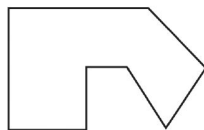


Which is congruent to the shape Mrs. Gill cut out?

A.



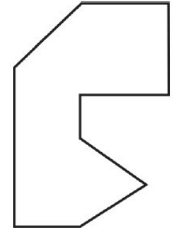
B.



C.



D.



History Day 4:

After this surprising defeat at The Battle of Bull Run, Lincoln quickly called for better trained soldiers and a new plan of attack. An early plan of action called for the movement of Union troops on land and in the water. Union commanders knew they could use the topography, or geography of the land to help them defeat the Confederacy. On land, the Union hoped to divide the Confederacy into weaker sections by taking control of the Mississippi River. If the Union army took control of this major river it would separate Texas, Arkansas, and Missouri from the rest of the Southern states and would weaken the Confederacy. They also planned to attack the Confederate capital of Richmond, which the Union hoped would lower the esteem of confederate troops



The Union navy would be used to blockade the **southern ports** of Savannah, Georgia; Charleston, South Carolina; and New Orleans, Louisiana. The purpose of the blockade would be to stop supplies from reaching the South. The south needed to import supplies and weaponry from other places or countries and prevent European Countries helping the south. Without supplies the Confederacy would become weak and then collapse. This plan was called the **Anaconda Plan**.

GOAL: Reunited the United States of America (Union)

Questions:

1. **What is blockade?**
2. **Why would the Union want to blockade the South? What kind of supplies might the Union blockade? Why do you think that?**

Leaders:

President Abraham Lincoln remained the president for the entire war and appointed **Ulysses S. Grant** to be the Commander of the Union Army. Through Grant's effort, the Union was able to successfully carry out the Anaconda Plan and take control of the Mississippi River. General Grant was a fearless leader who wanted to complete the goal of bringing the union together, even if it included defeating the Confederates. He was leader that was going to get the job.

Grant delegated control of the Union Army to General George Meade, James, Butler, and William Tecumseh Sherman. Meade's troops went head to head with Confederate General Robert E. Lee's troops in Virginia, and Butler was given the orders to take his troops to Richmond, Virginia and take control of the city. Richmond was the capital of the Confederate States.

Grant ordered Sherman to take over the South, if possible all of it. First, he successfully took over Atlanta, Georgia and later Savannah, Georgia then he marched his troops to the capital city of South Carolina called Columbia. Lastly, he fought and defeated the Confederates at Fort Sumter, and regained control of the fort.

Questions: Answer in complete sentences.

1. What was Ulysses S. Grant's role in the Civil War?

2. Pick one: Describe the role of William Sherman or George Meade in two to three sentences.

Science Day 4: Inner planets v. outer planets

Inner planets

Earth and the other three planets closest to us (Mercury, Venus, and Mars) are more similar to each other than they are to the four outer planets. These four planets are referred to as the **inner planets** or **terrestrial planets**. The four inner planets are small and have rocky surfaces. They have dense, rocky compositions, few or no moons, and no ring systems. They are composed largely of minerals. Three of the four inner planets (Venus, Earth and Mars) have substantial atmospheres; all have impact craters and surface features (landforms) such as rift valleys and volcanoes.

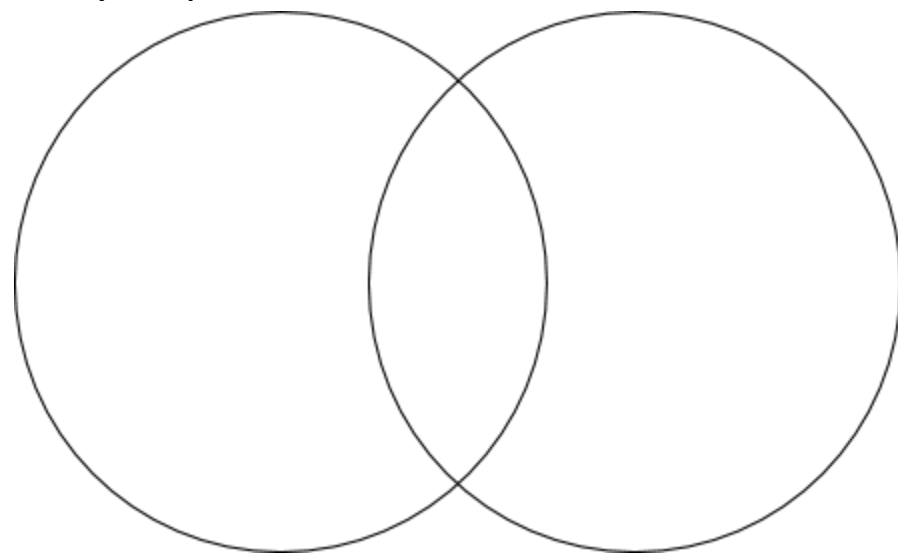
Outer planets

The four planets (Jupiter, Saturn, Uranus, Neptune) are often referred to as the outer planets. They are much larger than Earth, and do not have solid surfaces. Because they are all so large, they are often referred to as gas giants. Because the gas giants have so much mass, all but one of them exert a much stronger gravitational force than the terrestrial planets. The strong gravity keeps the giant planets' gases from escaping, so they have deep atmospheres. None of the gas giants has a well-defined surface. If you could parachute into Jupiter's atmosphere, you would sink into denser and denser gas. The enormous pressure would crush you long before you got to the core of the planet. Astronomers think that each of the giant planets has a partly solid core made of rock, ice, frozen carbon dioxide, and other compounds. Each of these cores may have several times as much mass as Earth, but they are buried so deep inside the planets that it has been hard to find out much about them.

The order of the planets from closest to the sun is Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

You can [use this link to help learn more about each planet.](#)

Activity: Compare and contrast the similarities and differences of inner and outer planets.



Day 5, Friday, May 22nd

English: Adverbs

Superlative Adverbs

Used when three or more actions of items, people, or places are being compared.

Add -est if the adverb is one syllable.

Example: The shark swims the fastest of the three sea animals. (Adverb = fast...only one syllable, so it gets an -est)

Add most if the adverb is more than one syllable.

Example: My cousin most often out of all of us.
(Adverb = often...two syllables, so "most" is added)

Practice: Write the correct form of each adverb.

1. The first clue was hidden _____ (more/most) carefully.
2. Lynn solved it _____ (more/most) quickly than I.
3. The next clue was the _____ (hard) of all.
4. Columbus tried the _____ (long) to find a route to India.
5. Which airport is used the _____ (most/more) heavily of all?
6. Planes fly the _____ (low) possible near the airport.
7. She flies the _____ (frequently) of all her friends.

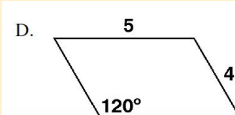
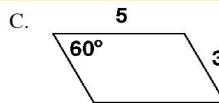
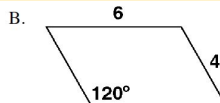
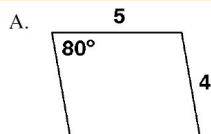
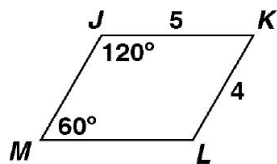
Next, try writing two of your own examples.

1. _____
2. _____

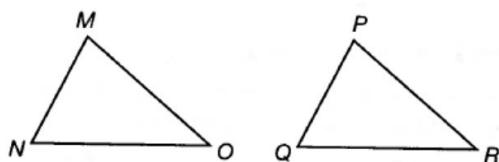
Math Day 5

PRACTICE !

Which parallelogram is congruent to parallelogram $JKLM$?

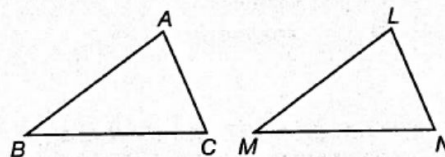


1. If the triangles below are congruent, which statement is **not** true?



- A. $\angle M \cong \angle P$
 B. $\angle O \cong \angle Q$
 C. $\overline{MN} \cong \overline{PQ}$
 D. $\overline{NO} \cong \overline{QR}$

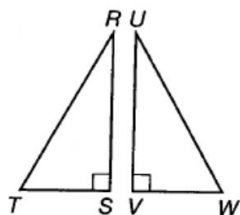
- 8 The figures below are congruent.



Which is a **true** statement?

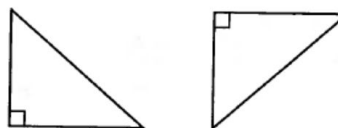
- F $\overline{AB} \cong \overline{LN}$
 G $\overline{BC} \cong \overline{LM}$
 H $\angle A \cong \angle L$
 J $\angle B \cong \angle N$

Triangles RST and UVW are congruent triangles. Which of these statements is **not** true?



- F $\overline{RS} \cong \overline{UV}$
 G $\overline{TS} \cong \overline{WV}$
 H $\angle S \cong \angle V$
 J $\angle R \cong \angle W$

Which sentence about these triangles is true?



- A. They are congruent.
 B. They are not congruent because they have different shapes.
 C. They are not congruent because they have different sizes.
 D. They are not congruent because they have different positions.

The **Confederate plan** centered on defending their territory and wearing down the Union armies. This defensive strategy is called attrition, or winning by not losing. The Confederates were confident they could win by outlasting the Union. They also had plans to invade the North and attack the Union capital city of Washington, D.C. Like their opponents in the North, the Southern commanders understood the importance of capturing the Union's capital. Many in the South also hoped that England and other European nations would offer assistance in trade for cotton. In addition, many of the supplies and weapons had to be imported from European nations because the south did not have factories. During the first two years of the war the Confederacy proved more powerful than the Union had expected. Many of the early battles were Confederate victories. Confederate troops often had the **advantage of defending their own lands** where they knew the terrain, or land, and had easier access to needed supplies. By 1863, however, things began to change.

Goal: Secession (leaving the Union) and Independence

Questions: Answer in complete sentences

- 1. What was the Confederate plan for the Civil War?**
- 2. Why did the Confederates want European nations to help?**

Leaders

Jefferson Davis was a Mississippi senator who supported slavery and states' rights. After the southern states seceded from the Union, Jefferson Davis was elected for a six-year term as the *president* of the newly formed **Confederate States of America** and took up office in Richmond, Virginia, the capital of the Confederacy. Davis was responsible for appointing General Robert E. Lee as commander of the Army of Virginia. After the war ended, he was captured, imprisoned at Fort Monroe, Virginia for two years, and then released.

A Civil War leader for the Confederacy was **Robert E. Lee**. Lee was a general in the Confederate army and commander of the Army of Northern Virginia. Before the fighting started, he was asked by President Lincoln to lead Union forces against the South but he refused to fight against his family and friends in his home state of Virginia. Even though he was against slavery he said, "I could take no part in an invasion of the Southern states." Like Lincoln, Lee opposed secession but did not believe that the union should be held together by the use of force. In 1865 with his men hungry, ragged and trapped, Lee surrendered his army to General Ulysses S. Grant and his Union forces. Even though the war was over, some southerners wanted to continue fighting. Lee, however, urged his fellow southerners to accept defeat and reunite as American citizens. He was determined to bring his southern countrymen back to the Union and often said, "Let the past be but the past. Let us move forward and bear no malice."

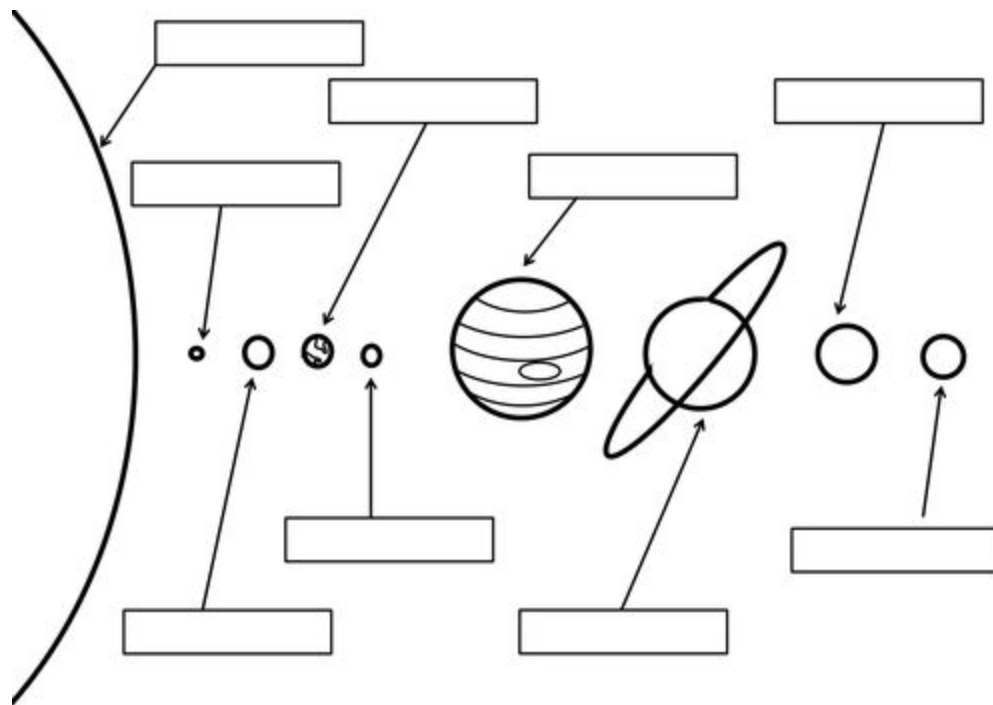
Like Lee, **Thomas "Stonewall" Jackson** was a skilled Confederate general and Civil War leader from Virginia. During the early months of the war, many Union and Confederate leaders believed that the war would be over quickly. In fact, many Northerners thought that the Confederacy would fall after only one battle. General "Stonewall" Jackson had other plans, however. During the first major battle of the war at Manassas, Virginia, Jackson led his confederate troops to victory. The fleeing Union army and its leaders had realized that they would not easily defeat the Confederate forces.

Questions: answer the following questions in complete sentences.

1. What was Robert E. Lee's role in the Civil War?
2. What was Jefferson Davis' role in the Civil War?

Science Day 5:

Activity: Label the planets and write if the planet is an inner or outer planet. Refer to notes from Day 4, if needed.



Day 6, Monday, May 25th

Happy Memorial Day! No work!

Day 7, Tuesday, May 26th

English Day 7

Today you will begin to use the grammar skills you learned in the previous days' lessons. For the next four days you will be keeping your own diary about living through a pandemic. This diary is a primary source that you are creating! Each day will have a different topic to write about, and you will

be required to incorporate different grammar skills each day.

DIARY OF LIVING THROUGH A PANDEMIC 1

Topic: Today you will be writing about what your normal day looks like during this pandemic. What are some activities you do to keep from getting bored? What do you do with your family? How do you cope with being stuck at home? Write 5-7 sentences describing what your normal day looks like during this pandemic. Make sure you incorporate the grammar skill below! Please answer in google classroom, or answer below.

Skill to Include: Today your writing will include pronouns. You need to have at least three sentences that include a pronoun and an antecedent. An example is below. Underline or highlight where your pronouns and antecedents are in your paragraph.

John ran to his grandmother's house.

- **John** is the antecedent that the pronoun **his** replaces.

[illegible]

Math Day 7- Finding Area and Perimeter of Rectangles and Squares

NOTES!

Measurement

Perimeter

Perimeter can be measured by counting when there are square units.

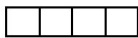
$$\square = 1 \text{ square unit}$$

This means that each side of the square is 1 unit long.

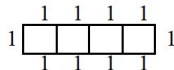


You can find the perimeter by counting.

Example What is the perimeter of the figure below?



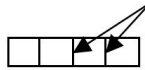
You count 1 unit for each side that goes around the figure.



The perimeter is 10 units.

When you count to find the perimeter do not count the lines inside the figure.

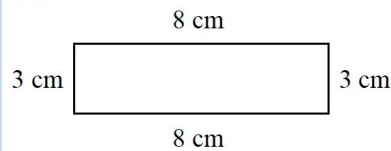
Do not count these lines.



Perimeter is the distance around a figure.

Add the lengths of all sides of the figure to find the perimeter.

What is the perimeter of the figure below?



Add to find the perimeter.

$$\text{Perimeter} = 8 \text{ cm} + 8 \text{ cm} + 3 \text{ cm} + 3 \text{ cm}$$

$$\text{Perimeter} = 22 \text{ cm}$$

Figures are not drawn to scale.

Measurement

Area

Each square stands for 1 square unit.

$$\square = 1 \text{ square unit}$$

The area and the perimeter are two different measurements.

$$\text{Area} = \text{square units}$$

$$\text{Perimeter} = \text{units}$$

Find the area and the perimeter of the figure below. The area is the shaded part of the square unit below.

$$\blacksquare = 1 \text{ square unit}$$

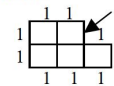


Count each small square to find the area.



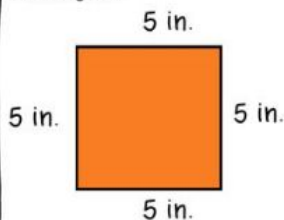
$$\text{Area} = 5 \text{ square units}$$

Count around the outside to find the perimeter.



$$\text{Perimeter} = 10 \text{ units}$$

Perimeter: measurement of the distance around an object

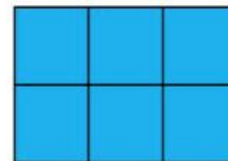


$$p = s + s + s + s$$

$$p = 5 + 5 + 5 + 5$$

$$p = 20 \text{ in.}$$

Area: measurement of 2D space inside an object



2 units

3 units

$$a = l \times w$$

$$a = 3 \times 2$$

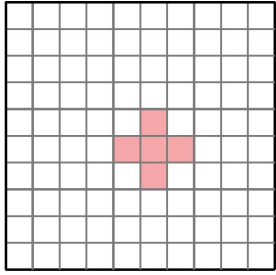
$$a = 6 \text{ units}^2$$

[Math Antics Video on Perimeter](#)

[Quick Video on Area](#)

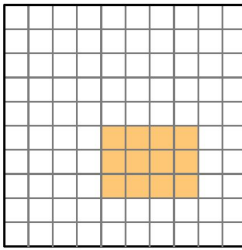
PRACTICE !

Find the area and perimeter of the shaded figures below.



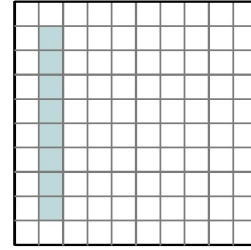
A=

P=



A=

P=

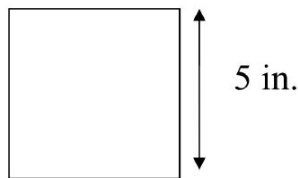


A=

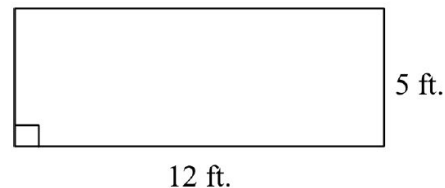
P=

Find the perimeter of this square.

Perimeter = _____



What is the area of this rectangle?



A. 17 ft.^2 B. 24 ft.^2 C. 34 ft.^2 D. 60 ft.^2

History Day 7

During the Civil War many one unique weapon that was used were ironclad ships.

“In the mid-19th century, the British and French navies developed armored, steam-powered warships as a response to the rising use of explosive shells, which could burn through wooden-hulled ships. In addition to warships clad in a thin skin of iron, heavily armored floating batteries were developed. With the outbreak of the American Civil War, the Union and Confederate navies rushed to build ironclad ships to counter each other.

The Confederates retrofitted the sunken hull of a scuttled Union ship with iron armor four inches thick, transforming her into a squat, low-floating fortress rechristened *CSS Virginia*.

To counter the *Virginia*, the Union built the *USS Monitor*, an innovative if strange looking vessel with a shallow draft and central rotating gun turret.

On March 9, 1862, the day after the *Virginia* sank two Union ships, the ironclads met in battle for the first time at Hampton Roads, Virginia.

The two fought to a draw, bouncing hundreds of shots off each other’s armor over an hours-long battle. The *Virginia* was later destroyed to keep it out of Union hands, and the *Monitor* sunk in a storm off North Carolina. The Union went on to build 50 more *Monitor*-class ironclads, which were invaluable to combat on rivers and at sea.

By the end of the war, the age of naval warfare between wooden ships was at a close.”

<https://mashable.com/2016/03/03/civil-war-ironclads/>

Draw your own picture of what you envision an ironclad ship looked like. Keep in mind the time period.

Science Day 7:

Choose one of the eight planets to create an infographic on. You can draw it on a sheet of paper or create it through Google Draw and submit to your science teacher through Google Classroom or send an email.

Your infographic needs to include:

- A title
- An image
- At least five facts about the planet.

Be as creative as you would like!

You can refer to the notes or use the website below to help you.

<https://spaceplace.nasa.gov/menu/solar-system/>

The planet closest to the sun is Mercury. Not much larger than Earth's moon, Mercury has a very thin atmosphere and extreme surface temperatures. Daytime highs can reach 797°F while nighttime temperatures plunge to -274°F. Mercury has a greater range of temperatures than any other planet in the solar system. Mercury has no moons.

The second planet from the sun is **Venus**. Venus is similar to the Earth in size and has a thick atmosphere of carbon dioxide. It is always cloudy on Venus but the clouds are not water; they are sulfuric acid! Due to the greenhouse effect, Venus is the hottest planet in the solar system with temperatures reaching over 860°F. Like Mercury, Venus has no moons. One unique fact about Venus is that it rotates from east to west, the opposite direction from most other planets and moons.

Earth, one of the small, rocky planets in our solar system, is the third planet from the sun. Scientific evidence indicates that the Earth is about 4.5 billion years old. It is made up of active layers of rock and is covered by large areas of land called continents and large bodies of liquid water called oceans. Frozen ice caps are located in its polar regions. Earth has a protective atmosphere composed of mostly nitrogen and oxygen. This atmosphere, along with a natural magnetic field, helps to shield the Earth's surface from harmful solar radiation.

Mars is the fourth planet from the sun and about half the diameter of Earth. Due to its increased distance from the sun and its thin atmosphere, Mars is a very cold planet with temperatures ranging from 98.6°F to -189.4°F. Mars has two very small moons. Mars is often called the red planet because its reddish appearance in the sky. This reddish color is due to iron oxide (rust) on its surface.

Jupiter is the fifth planet from the sun. Jupiter is the largest planet in the solar system and is 300 times more massive than the Earth. Unlike the rocky inner planets, Jupiter is a giant ball of liquid hydrogen and helium with an average temperature of -243°F. It is one of the four outer planets called gas giants. Four larger moons and a number of smaller moons orbit it.

Saturn is the sixth planet from the sun. Saturn is another “gas giant” with temperatures plunging below -301°F. It is slightly smaller than Jupiter and is mainly composed of hydrogen and helium. Saturn has 5 large moons, a number of smaller moons, and a huge system of rings encircling it. Saturn’s rings consist of chunks of ice and rock.

Uranus is the seventh planet from the sun. It is a gas giant made up mostly of hydrogen and methane. Smaller than the other gas giants, Uranus is only four times the diameter of Earth. It is two times farther from the sun than Saturn and temperatures on Uranus stay around -353°F. It also has five large moons, a number of smaller moons, and nine bright, thin rings (with several lighter, thinner rings visible).

Neptune is the eighth planet from the sun and the last of the gas giants. It is composed of hydrogen, helium, and methane and has a temperature of -373°F. Neptune is a little smaller than Uranus (but still 4X the diameter of Earth) and has more than ten moons in orbit around it. One of Neptune’s moons, Triton, is the largest moon in the solar system.

Day 8, Wednesday, May 27th

English Day 8

DIARY OF LIVING THROUGH A PANDEMIC 2

Topic: Today you will be writing about the biggest changes for you since the pandemic. How has your life changed since the pandemic began? You can talk about big changes and small changes. Do you like these changes, or do you dislike them? Write 5-7 sentences describing the changes that have happened for you since the pandemic. Make sure you incorporate the grammar skill below! Please answer in google classroom, or answer below.

Skill to Include: Today you will be including five adverbs into your writing! Remember adverbs are words that modify a noun. Adverbs add information about a verb. Underline or highlight your five adverbs in your diary. Below are a few examples of different kinds of adverbs.

When the verb happens: Yesterday, today, now, etc.

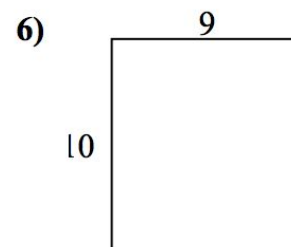
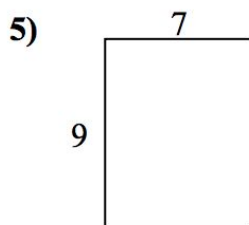
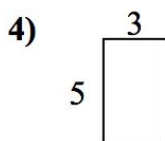
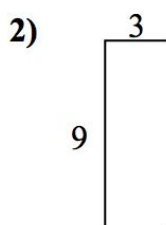
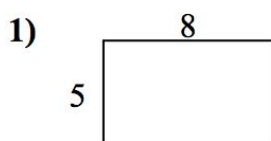
Where the verb happens: Quickly, beautifully, well, quietly, etc. (these often end in ly)

How the verb happens: There, here, everywhere, inside, etc.

Math Day 8- Area and Perimeter of Rectangles

For more help, click on this video link. <https://www.youtube.com/watch?v=9HPWB8UX8GQ>

PRACTICE !



History Day 8: Civil War Battle

Fort Sumter Video: <https://www.youtube.com/watch?v=xsbEmWkit9Y>

When the Southern states seceded from the Union after Lincoln's election, they took control of federal properties such as post offices, arsenals, and forts located within their states. **Fort Sumter**, located off the coast of South Carolina, was one of the few forts in the South that remained in the hands of Union troops. **Jefferson Davis**, the new Confederate president, wanted to take control of the fort for the Confederacy. On April 12, 1861, Confederate troops fired on **Fort Sumter**. The Union forces were outnumbered and soon surrendered. This battle marked the **beginning of the Civil War**.

The **first major battle** of the Civil War took place almost three months after the attack on Fort Sumter near the town of Manassas, Virginia. This battle is known as the first **Battle of Manassas**. It is also called the **Battle of Bull Run** after a nearby stream. On the day of the battle, hundreds of reporters, politicians, and sightseers showed up. They were sure that they would be witnessing the one and only battle of the war as Union troops crushed the rebels and marched "On to Richmond!" After hours of fighting they were proven wrong. The poorly trained Union troops were defeated and fled back to Washington, D.C. Their plan to take the Confederate capital city was gone.

Soldier's diary

Directions: You will be writing a diary entry from the perspective of someone who was involved in the Civil War. Your entry will be either from the view of a union or confederate soldier. You will be writing about the Battle of Bull Run or Fort Sumter.

Your diary entry must include the following: (5-6 sentences)

- ☐ A description of the battle, and your role in it
- ☐ A description of how you are feeling
- ☐ Words that create an image for the reader of what you saw, heard, and touched during the battle

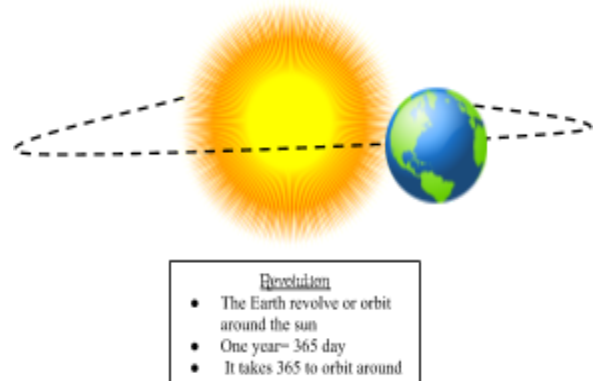
Your diary entry may NOT have fighting scenes in it or violence. The goal is to see the bigger picture of being involved in a war, not to have a play by play of a fight.

Science Day 8 Rotation v. Revolution

On Earth, a year lasts for $365\frac{1}{4}$ days. This is the time it takes the Earth to complete one **orbit** or circle around the sun. This movement of the Earth around the sun is called a **revolution**. All the planets in our solar system revolve around the Sun.



The Earth does more than revolve around the sun, however. It also **rotates** or spins on its axis. The Earth takes 24 hours, or one day, to spin around once on its axis. Earth's axis is an imaginary line that enters the Earth through the North Pole and exits through the South Pole. As the Earth rotates, different sides of the Earth face toward or away from the sun causing **day and night** to occur.



Earth's axis is not positioned straight up and down. It is tilted to one side ($23\frac{1}{2}^\circ$ from straight up). This is because the north end of the axis always points toward Polaris, the North Star, as the Earth revolves around the sun. It is the tilted axis of the Earth and its yearly revolution around the sun that cause the changing **seasons**. Seasons video: <https://spaceplace.nasa.gov/seasons/en/>

Activity: Answer the questions below in complete sentences.

1. Explain the difference between revolution and rotation.

2. What causes day and night?
3. What causes seasons to change?
4. Draw a labeled diagram on the position of the earth around the sun during the different seasons.

Day 9, Thursday, May 28th

English

DIARY OF LIVING THROUGH A PANDEMIC 3

Topic: Today you will be writing about what you miss the most since the pandemic started. Do you miss your friends or family the most? Or do you miss going out to places, restaurants, or attending gatherings? Or it could be something different entirely! Write 5-7 sentences describing what you miss the most since the pandemic.. Make sure you incorporate the grammar skill below! Please answer in google classroom, or answer below.

Skill to Include: Include at least three compound sentences in this diary. Underline or highlight where you use your compound sentences.

Compound Sentence Examples:

I like pizza so much, so I eat it every day.

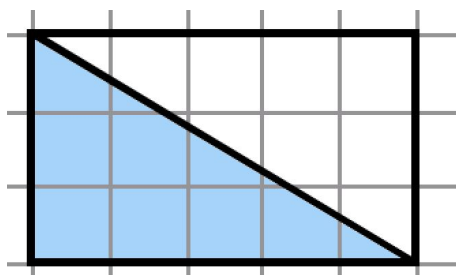
I walk to school because I don't have a car.

I am a 6th grader, and I go to Georgie Tyler Middle School.

Math Day 9: Finding Area of a Triangle

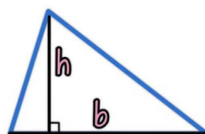
NOTES!

A triangle is exactly half of a rectangle. Therefore to find the area of a triangle. You divide the area of a rectangle by 2. The area for the rectangle is 15, therefore the area of the triangle is 7.5 sq units.

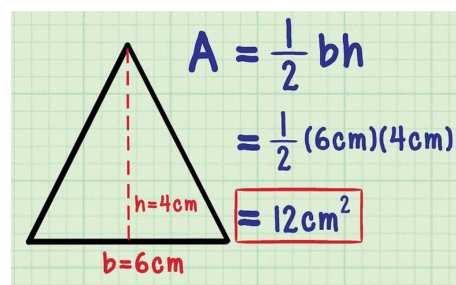


You can also find the area of a triangle by using the formula.

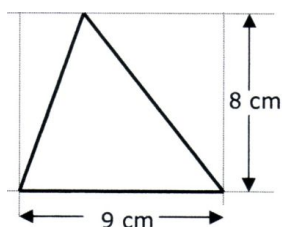
The height of a triangle is always formed at the base and a perpendicular, line that forms a right angle.



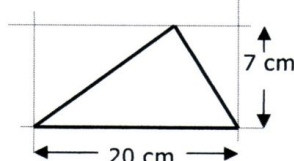
$$\text{Area} = \frac{1}{2} \times b \times h = \frac{bh}{2}$$



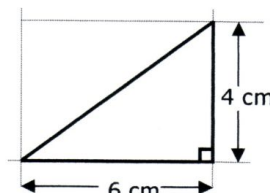
More examples of finding the area of a triangle.



$$\begin{aligned} \text{Area} &= \frac{9 \times 8}{2} \\ &= \frac{72}{2} \\ &= 36 \text{ cm}^2 \end{aligned}$$



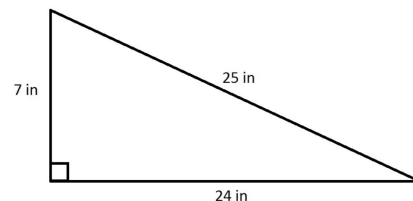
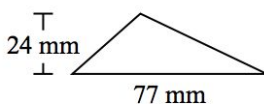
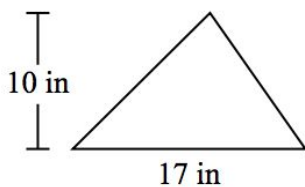
$$\begin{aligned} \text{Area} &= \frac{20 \times 7}{2} \\ &= \frac{140}{2} \\ &= 70 \text{ cm}^2 \end{aligned}$$



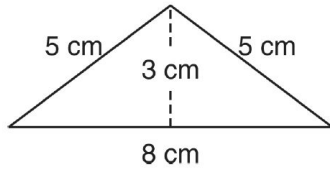
$$\begin{aligned} \text{Area} &= \frac{6 \times 4}{2} \\ &= \frac{24}{2} \\ &= 12 \text{ cm}^2 \end{aligned}$$

PRACTICE !

Write the formula for finding the area of a triangle. Then find the area of each triangle.



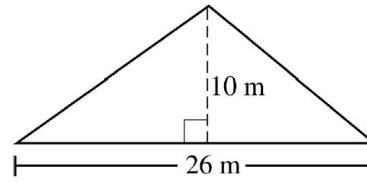
Abby is making a model of a house. The front piece of the roof is shown below.



What is the area of the front piece of the roof?

- A. 24 cm^2
- B. 21 cm^2
- C. 20 cm^2
- D. 12 cm^2

What is the area of the triangle shown below?



- A. 260 m^2
- B. 130 m^2
- C. 65 m^2
- D. 36 m^2

History Day 9: The Emancipation Proclamation (article from Readworks)

President Abraham Lincoln issued the first, or preliminary, Emancipation Proclamation on September 22, 1862, when the Nation was in the middle of the Civil War (1861–1865), and southern states seceded or left the Union. The final proclamation took effect on January 1, 1863, and declared "that all persons held as slaves" within the Confederate states "are, and henceforth shall be free" and the Union military would fight to defend that freedom. It only applied to states that were "in rebellion against the United States."

The Proclamation also invited newly freed slaves to join the Union cause and fight against the rebelling Confederate states: "And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service."

In 1862, the Government Printing Office in Washington, DC, printed 15,000 copies of the preliminary Emancipation Proclamation for the War Department. The Proclamation was sent to military commanders, troops, and diplomats in foreign countries. It was an important step in abolishing or ending slavery. It paved the way for the passage of the 13th Amendment to the Constitution, in December of 1865, which ended slavery permanently in the United States.

Emancipation Proclamation facts and figures:

- The Emancipation Proclamation invited former slaves to join the Union military. By the end of the war, almost 200,000 African American soldiers and sailors had fought for the Union.
- The original Emancipation Proclamation is at the National Archives and Records Administration in Washington, DC.

Directions : Answer all questions in complete sentences.

1. Abraham Lincoln is popularly known as the president who freed enslaved African Americans. What evidence can you list from the above article that supports this? Find at least four supporting details.
2. What was the impact of the Emancipation Proclamation?
3. What does emancipation mean?

Science Day 9

Tides are the daily rise and fall of the oceans and other large bodies of water on the Earth. Tides

At the same time, on the other side of the Earth, the centrifugal force (pushing away from the center or

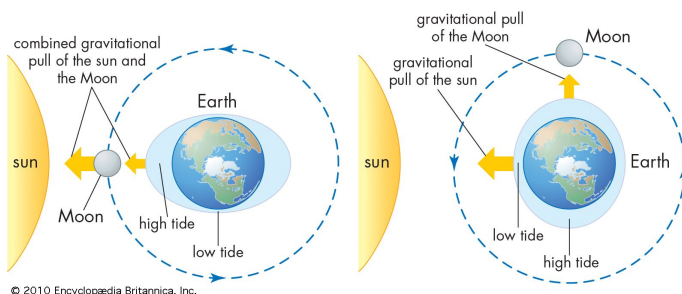
follow a cycle that repeats again and again. **This cycle is caused by the relationship between the Earth and the moon.** As the moon revolves around the Earth its gravity pulls on the Earth's oceans. The gravitational pull of the moon tugs on the surface of the ocean until its surface mounds up and outward in the direction of the moon. When the mound of water has reached its highest point it is called **high tide**.

axis of the Earth) caused by the earth's rotation produces another mound of water and another high tide occurs. You can compare this pulling of water on the opposite side of the Earth to what happens to clothes in your washing machine when the spin cycle begins. As the washing machine tub spins, your clothes are thrown outward. Similarly, the water on the opposite side of the Earth is thrown outward as the Earth spins. Somewhere in between these two high tides caused by the moon and centrifugal force, are two flat areas on the surface of the ocean. These are **low tides**. The tide cycle repeats every day. Every 24 hours there are two high tides and two low tides.

The Earth and moon have a number of things in common. The moon **revolves** around the Earth and **rotates** on its own axis in much the same way the Earth rotates and revolves around the sun. In fact, the moon rotates at the same speed that it revolves, making it so we always see the same side of the moon. Unlike our sun, which is a huge ball of hot gases that gives off light and heat energy, our moon is nothing more than a gray ball of rock. By itself the moon does not shine. It only shines because the sun illuminates it. As the sun's light hits the moon, it bounces, or reflects off the moon's surface and into your eyes, like a flashlight beam reflecting off a mirror. This reflection makes it appear that the light is coming from the moon itself. This reflected light makes the moon very visible at night. It also allows us to see the many changing shapes of the moon.

[Watch this video on tides](#)

<https://www.youtube.com/watch?v=5ohDG7RqQ9I>



Spring Tide

Neap Tides

Activity:

Draw an image explaining why the moon shines. You can draw this on Google Draw or on a separate sheet of paper.

What are tides?

How do tides occur?

How many tides are there? What are they called?

Day 10, Friday, May 29th

English

DIARY OF LIVING THROUGH A PANDEMIC 4

Topic: Today you will be writing about some positive things that have happened since the pandemic started. Do you enjoy spending extra time with your family? Are you happy to be spending more time at home? Are you using this time as a mental/physical break? Write 5-7 sentences describing some positive things that have happened for you since the pandemic. Make s **Include:** Today you will be required to include four adverbs and three adjectives into your writing. You need to use at least two comparative adverbs, and you need at least two superlative adverbs. Underline or highlight where you use your four adverbs and three adjectives.

Comparative Adverb examples: Worse, farther, less, better, more.

Superlative Adverb examples: Worst, farthest, least, best, most.

Refer back to your adverb notes!

Adjective examples: Beautiful, silly, crazy, ugly, telling the amount of something, etc. Remember, adjectives are any words that describe a noun!

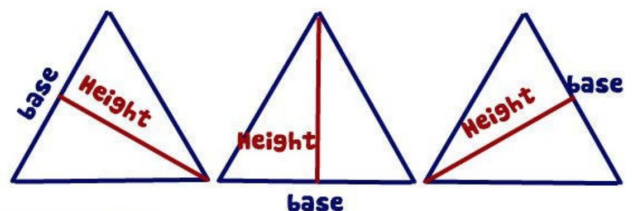
Math Day 10- Area of Triangles and Mixed Review

To better understand the concept of area, watch the Math Antics Video.

<https://www.youtube.com/watch?v=xCdXURXMdFY>

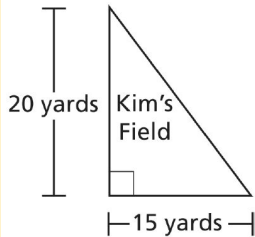
NOTES!

$$\text{Area} = \frac{1}{2} \text{base} \cdot \text{height}$$



PRACTICE !

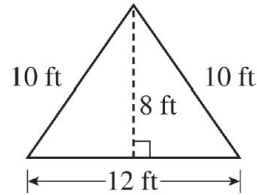
Use the figure below to answer the following question.



Kim's field is a triangle with a base of 15 yards and a height of 20 yards. What is the area of Kim's field?

- A. 60 square yards B. 150 square yards
C. 300 square yards D. 600 square yards

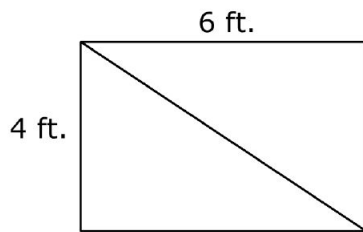
A triangle is shown below.



Which expression can be used to determine the area of the triangle in square feet?

- A. $12 \cdot 10$ B. $12 \cdot 8$
C. $\frac{1}{2}(12 \cdot 10)$ D. $\frac{1}{2}(12 \cdot 8)$

Jasmine has a 6 ft. by 4 ft. rectangular piece of cloth. The cloth has an area of 24 sq. ft. She makes 2 flags of the same size by cutting the rectangle from one corner to the opposite corner.



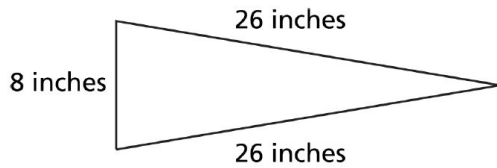
What is the area of each triangular flag?

- A. 6 sq. ft. B. 10 sq. ft.
C. 12 sq. ft. D. 24 sq. ft.

A rectangular field measures 40 feet wide by 20 feet long. Which of these shows how to find the area of the field?

- A. 40 feet + 20 feet
B. 40 feet \times 2
C. 2(40 feet + 20 feet)
D. 40 feet \times 20 feet

Use the figure below to answer the question.

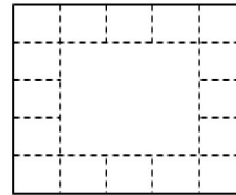


Antoine bought a pennant shaped like a triangle. He plans to put ribbon along all 3 edges. What is the least amount of ribbon Antoine needs?

- A. 34 inches B. 42 inches
C. 60 inches D. 104 inches

Kari had a page of stamps. She used some of the stamps from the center of the page. The picture below shows the stamps Kari has left.

Kari's Stamps



1 unit

How much of the page of stamps did Kari use?

- A. 6 square units B. 9 square units
C. 12 square units D. 16 square units

History Day 10:

The spirit of the Union was boosted again when Ulysses S. Grant was given command of the Union armies. His bravery and skill in battle soon led to more Union victories. One of his most important victories was at Vicksburg, Mississippi. After two long months of fighting, the **Battle of Vicksburg** finally gave the Union control of the Mississippi River. This weakened the South by dividing it in two. The Union had successfully used the *topography* of the land to their advantage.

As the Battle of Vicksburg wore on, another battle was taking place in Gettysburg, Pennsylvania. During the **Battle of Gettysburg**, Confederate General Robert E. Lee attacked Union territory hoping to draw Grant and his troops away from Vicksburg. Northern troops, sent out in part to defend the capital city of Washington, D.C., successfully blocked General Lee's troops. During this three day battle, more than 28,000 Confederate soldiers, or one-third of Lee's army, were killed or wounded. Once again the Union forces used the topography of the land to their advantage. At Gettysburg, the Union army gained control of the four hills around the town which gave them a number of advantages over the Southern army. **This high ground position** gave the Union soldiers a good view of the battlefield and the location of the enemy. In addition, their cannon and guns could be positioned to do the most damage to the advancing troops. This was a significant Union victory and a **turning point** in the war. The Confederacy would never again have the manpower or spirit to invade Northern soil.

Soldier's diary

Directions: You will be writing a diary entry from the perspective of someone who was involved in the Civil War. Your entry will be either from the view of a union or confederate soldier. You will be writing about one of the main battles, Vicksburg or Gettysburg.

Your diary entry must include the following: (5-6 sentences)

- ☐ A description of the battle, and your role in it
- ☐ A description of how you are feeling
- ☐ Words that create an image for the reader of what you saw, heard, and touched during the battle

Your diary entry may NOT have fighting scenes in it or violence. The goal is to see the bigger picture of being involved in a war, not to have a play by play of a fight.

Science Day 10

The changing shapes of the moon that we see each month are known as **phases**. Sometimes in the nighttime sky we see a full circle. At other times we see a thin slice of the full circle called a **crescent** (looks like a fingernail clipping). Sometimes we see no moon at all. These different shapes or phases of the moon occur because of its position in relation to the Earth and sun. The lunar cycle is the gradual change in appearance of the Moon. It takes roughly 295 days to complete one lunar cycle.

As the moon revolves around the Earth, we see different amounts of the illuminated half of the moon. Scientists have identified eight phases of the moon. They include the **new moon** (*no moon visible*), the **waxing crescent** (*small sliver visible*), the **first quarter** (*half of moon visible*), **waxing gibbous** (*over half of moon visible*), **full** (*full circle visible*), **waning gibbous** (*over half of moon visible*), **last quarter** (*half of moon visible*), **waning crescent** (*small sliver visible*). As the moon moves from new to full, it appears to grow larger. This is called **waxing**. As the moon moves from full back to new, it appears to grow smaller. This is called **waning**. It takes approximately $29\frac{1}{2}$ days for the moon to complete one full cycle from full moon back to full moon.

crescent= Less $\frac{1}{4}$ facing the Earth appears lit.

waxing = growing larger

waning= growing smaller

gibbous= about $\frac{3}{4}$ facing Earth appears lit.



Activity: answer the following questions.

1. What is the period called when you are able to see more and more of the Moon until it becomes a full moon?
 - A. Eclipsing
 - B. Waning
 - C. Waxing
 - D. Cycling
 - E.
2. What lights the moon?
3. How long are lunar cycles?
4. What is the period called when you are able to see less and less of the Moon until it disappears

from sight?

- F. Eclipsing
- G. Waning
- H. gibbous
- I. Cycling

Create a mnemonic (catchy phrase or saying) or a study tool to help you remember the phases of the moon in order.